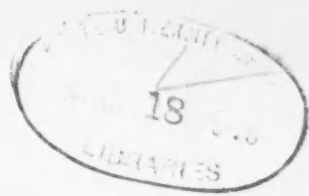


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EDUCATIONAL NEWS



Auditorium, Sacramento Junior College. See Page One.

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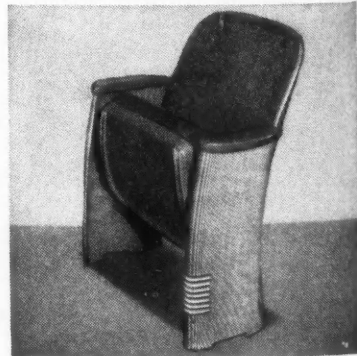
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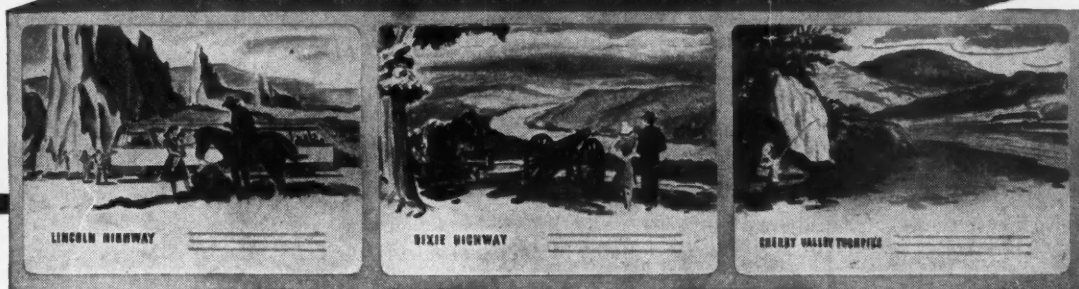
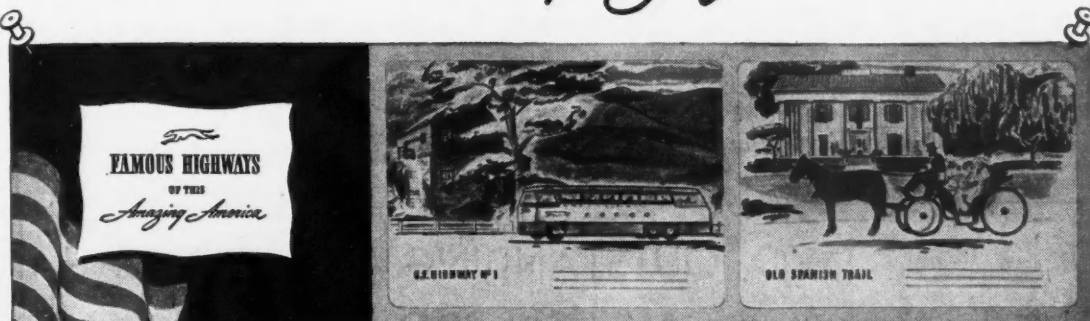
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ing and upkeep of railroad tracks. The railroads do that themselves and, in addition, pay taxes on their tracks and other property, thus helping to build and maintain the highways, airways, and waterways used by other forms of commercial transportation which compete with the railroads for traffic.

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2	4 or 5	50
3	3	50
3 or 4	4 or 5	75

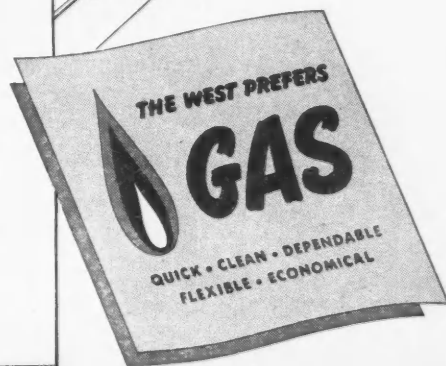
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MESSAGES
TO AMERICAN
SCHOOL TEACHERS

No. 14

We Can't Back Into The Future

By ELIZABETH IRELAND, Superintendent of Public Instruction, State of Montana

OUR NATION no longer is the greatest provincial civilization in the world. Our ships sail the seven seas and all the skyways. We have become the greatest traders and travelers on earth.

If the United States is to maintain a world-wide influence, prominence, power and respect, the level of general education must be raised. No longer can we back into the future while looking at the past. The future must be faced head-on.

In these days, eternal vigilance should be exercised to instill in youth a high regard for democratic institutions and procedures, and the basic principles of the American way of life.

The youth of our land should be given abundant opportunity to inform themselves on current social, economic and scientific matters, and I know of no better or more pleasant way of securing such information than through the Reader's Digest, which contains present-day articles of lasting interest.

The Digest is widely used in the schools of Montana, and it supplies a definite need, for however valuable textbooks may be, they must be supplemented by just such varied and interesting briefs of current affairs and happenings as it offers from month to month.

I recommend it highly as a guide to the formation of right ideals in the minds of American youth, and to the evaluation of those principles which are basic in the government of a free people.

The Reader's Digest

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*
 ROY W. CLOUD *State Executive Secretary*
 VAUGHAN MacCAUGHEY *Editor*

VOLUME 42 183

MARCH 1946

NUMBER 3

CURRENT HAPPENINGS

Roy W. Cloud

THE First Extraordinary Session of the Fifty-Sixth Session of the California Legislature, which convened January 7, 1946, officially adjourned at 3 p.m. Tuesday, March 19, after 33 legislative days. It is probable that there has been no special session in California at which so many subjects were presented.

Education came into the picture on numerous occasions. The needs of schools, colleges, special educational institutions and the State University were thoroughly discussed. The University of California emerged with a large number of appropriations to care for buildings, equipment, medical centers, big telescopes and even a demonstration school for training elementary teachers at Los Angeles. The Governor's \$154,000,000 program, S.B. 37, by De Lap and 11 other Senators, which was enacted, will take care of most of the above items. However, many special bills provide additional equipment and facilities. The State Colleges, too, will have some of their needs covered by S.B. 37. The teacher-training institutions will now be able to have much needed construction done.

Another bill which has gone to the Governor for approval is A.B. 104, Thompson, by which State Colleges will be able to provide dormitories for former service men and for their own students.

Assemblyman Harrison Call was successful in having A.B. 90 passed to the Governor. A.B. 90 sets up a fund of \$2,500,000 for construction of dormitories and housing facilities for veterans at any college, junior college or university in this State, either publicly or privately owned.

Assembly Bill 60, by Assemblyman C. Don Field and 55 others, appropriates 90 million dollars for allocation to cities and counties for the construction of public works. School building needs may be helped from the County allotment, should County Boards of Supervisors so decree. This bill was vetoed by the Governor, but the Senate and Assembly refused to sustain the veto and A.B. 60 has become law. Persons interested in the amounts apportioned to Counties and Cities may secure the information by sending to the Bill Room, State Capitol, Sacramento, for the Assembly Journal of February 16. The allocations are found on pages 11 to 15 inclusive.

Bills of Especial Interest to Schools

A.B. 119, by Assemblyman Lloyd Lowrey, a former teacher in Marysville High School, and 56 other Assemblymen, passed through the Assembly with 70 favorable and no opposing votes. As it passed the assembly it provided \$30,000,000 for school-house construction. The Senate Finance Committee amended the bill

to provide \$15,000,000. All of the allocations under the amended bill were to be given to distressed school districts for needed construction. In the closing hours of the Session, the Assembly refused to concur in the Senate amendments and the bill died.

S.B. 83, Powers, appropriates \$2,020,000 to assist: 1. School districts which have formerly received Federal Lanham Act funds; 2. districts which have experienced increased enrollment because of War expanded industries; and 3. districts in which the Federal Government has acquired large property holdings and has thus caused a severe reduction in the assessed valuation of the district. The bill further specifies that the 2 million and 20 thousand dollars so appropriated shall be allotted at the rate of \$120 per unit of a.d.a. in elementary and \$140 per unit in junior high school, high school and junior college districts.

Surplus Property

S.B. 85, Jespersen, appropriates \$57,000 to the State Department of Education to employ three persons to furnish information and assist school districts concerning surplus federal properties which may be needed by the schools of the State. Two State Department employees will administer the surplus property purchased in San Francisco and one in Los Angeles.

THREE bills which were sponsored by and introduced at the request of California Teachers Association were enacted. They are A.B. 48, S.B. 64 and A.B. 56.

A.B. 48, introduced by Assemblyman Edward Gaffney of San Francisco and 23 others, validates the actions of Boards of School Trustees in the selection of teachers and the payment of salaries. This is a most important piece of legislation. It protects the rights of teachers who have received salaries for teaching which was done before their certificates were on file in the office

of the County Superintendent of Schools. Mr. Gaffney deserves the thanks of all teachers for the intensive work which he did towards the passage of this bill.

S.B. 64, by Senators Slater and Irwin Quinn, is of especial interest to returned veterans, both men and women, who served in the Armed Forces. Under the retirement law which prevailed prior to the passage of S.B. 64, a veteran on returning to teaching was required to pay all arrearages, owed to the State Teachers Retirement Fund, within the year of his return. This new law permits the veteran to pay the arrearage in 5 years, at the rate of \$50 per year or 20% of the amount due whichever is the greater. Assemblyman Julian Beck ably handled S.B. 64 on the floor of the Assembly, where it was passed unanimously.

A.B. 56, by Assemblyman Lorne Mid-dough of Long Beach, which the Governor has already signed, makes the same provision as found in S.B. 64 for payment of arrearages to the Retirement fund by full-time workers in the American Red Cross.

A.B. 72, introduced by Assemblyman McCollister, was amended by Assemblyman Ernest Debs to care for the reinstatement of teachers in junior colleges who were dismissed because of reduced attendance due to war conditions. Mr. Debs then carried the bill through the two houses.

Child-Care Centers

A.B. 7, Johnson, and S.B. 45, Tenney, continue Child-Care Centers to March 31, 1947. The bill by Mr. Johnson fixes the policy to be followed by the State Department of Education in temporarily continuing the centers. S.B. 45, which was successfully handled by Senator Tenney of Los Angeles, provides \$3,500,000 as the State's share in financing Child-Care Centers until March 31, 1947. This is the amount which would have been contributed by Federal aid to California had the Lanham Act Funds been continued another year beyond March 1, 1946.

In connection with A.B. 7, Assemblyman Gardiner Johnson introduced and sponsored A.C.R. 3. This Resolution creates a committee of 5 Senators and 5 Assemblymen who will study pre-school and primary education. It is the purpose of the committee to study nursery schools, child-care centers and kindergarten instruction. The committee will report its findings and make recommendations for legislation prior to the opening of the next Legislative session in January, 1947. \$25,000 has been appropriated to finance the committee activity and pay for professional advice.

The Committee consists of Assemblymen Gardiner Johnson, Chairman, and the fol-

lowing Assemblymen: M. Philip Davis, Los Angeles; Ernest R. Geddes, Pomona; Ernest E. Debs, Los Angeles; Francis Dunn, Jr., Oakland. The five Senators on the Committee are: Arthur H. Breed, Jr., Oakland; Chris N. Jespersen, Atascadero; Charles H. Deuel, Chico; Jack B. Tenney, Los Angeles; Earl D. Desmond, Sacramento.

A.B. 138 by Assemblyman Leonard of Hollister, corrects an error in levying the tax-rate for equalization to elementary schools in a California county. By the provisions of this bill the county will receive a loan from the State and will be entitled to its regular equalization funds during the 1947-1948 school year.

MANY favorable comments were heard from members of both houses at the frequent appearance of State Superintendent Roy E. Simpson at various committee meetings. The friendly manner in which he discussed school bills and his understanding of the problems involved prompted numerous members to both seek and follow his advice.

Legislation adopted has placed many new responsibilities on the State office. New laws relating to educating and housing of veterans, distribution of federal surplus properties, State support for child-care centers, and State aid for school construction would seem to represent the confidence which the Legislature has seen fit to place in State Superintendent Simpson. He will indeed be a busy man during the coming months.

Education was also fortunate in having Ray Eberhard, representative of Affiliated Teachers Organizations of Los Angeles, in Sacramento during the entire session and at each of the Committee hearings. Mr. Eberhard is so well acquainted with legislative procedure that his presence is of most considerable value to education.

Alfred E. Lentz, who for many years has served as official representative of the State Department of Education, was present at every Committee hearing. Mr. Lentz's counsel has proven of great value in the enactment of public school legislation.

While discussing State legislation it may be of interest to note that the Federal Government is now considering a plan to supply every school child in the United States with a well-balanced lunch. It is proposed that a continuing appropriation of \$65,000,000 shall be allocated each year to match State funds to buy lunches for America's youth. Under the program the Government would require lunches to be served without cost or at less than cost to children unable to pay for their own meals. It is believed that this proposal will be enacted into law.

DURING the week of February 11-15, it was my pleasure and privilege to travel from north to south with our genial State Superintendent Roy E. Simpson. Our first engagement was at Redwood City, where the San Mateo County Teachers Association assembled at an evening Institute session. The program was under the direction of Andrew Spinaz, Superintendent of Redwood City Schools. More than 200 teachers were in attendance at a bountiful dinner. Representatives of San Mateo County Trustees Association and the County Parent Teacher Associations were presented, after which Mrs. Temperance Garland, president of California Congress of Parents and Teachers, who is a resident of San Mateo County, gave her greetings for her organization. The Secretary of California Teachers Association, who is also a San Mateo County resident, spoke for CTA.

Miss Pansy Jewett Abbott, Superintendent of Schools of San Mateo County, in a most interesting and informative talk introduced Superintendent Roy E. Simpson to her teachers. Mr. Simpson then addressed the group and gave an intimate discussion of the problems which face the chief educational officer of the State. His remarks were particularly well received.

The next day was spent on the highway between Redwood City and Los Angeles. A stop at noon was enjoyed at the Shandon High School and at the Shandon Elementary School in San Luis Obispo County, on the highway between Paso Robles and Taft. Here we were the guests of the principals of the schools at luncheon at the elementary school. All of the students of the two schools daily eat a well-balanced and bountiful lunch at the cafeteria at a cost of 10 cents each. The menu which we enjoyed consisted of a large helping of egg noodles and chopped meat, boiled beets and carrots, bread, jelly, stewed prunes and milk or coffee. During the noon hour we met the 4 high school and 3 elementary teachers and all of the pupils. It was a real event in the life of these people to receive a visit from the State Superintendent of Schools.

Southern Section Headquarters

The rest of the afternoon was spent en route and Los Angeles was reached in the early evening. The next morning, with Arthur F. Corey, I visited the newly-acquired headquarters of the Southern Section. It is located on Figueroa Street just off Wilshire Boulevard. The Southern Section is particularly fortunate in having secured such a wonderfully fine location in which to conduct its various activities. The building is reinforced concrete, is 3 stories high and fills the entire lot, 50 x 150 feet. The first floor is leased for a 10-year period. By

the time this article appears in Sierra Educational News, the Southern Section will be in its new home.

The Southern Section of California Teachers Association should be very proud of the fact that Arthur Corey is its Executive Secretary. Mr. Corey has most ably filled the position and with his Executive Board and associates is responsible for real accomplishments for education in Southern California.

Early in the afternoon Mr. Simpson and I resumed our tour of the south. At 3:30 we met with the teachers and administrators of Corona City Schools. Before going to the meeting place in the Junior High School, a pleasant half-hour was spent with Superintendent Frank Bishop and his assistants. Mr. Bishop was happy over the results of a bond election for over a million dollars for high school and elementary purposes in the Corona District. The election was carried by a vote of over 7 to 1.

At the Junior High School all of the teachers of the District listened to a talk concerning California Teachers Association, after which Mr. Bishop introduced the State Superintendent of Schools. Mr. Simpson immediately won the attention of the group and gave a splendid discussion concerning the problems of education as they present themselves to the State Department. The meeting was adjourned at 5 o'clock, after which we drove to Redlands.

Corona, Redlands, Riverside

In the evening at McKinley School the entire faculty of the Redlands City School District was in attendance. The meeting was under the direction of Miss Lucille Astracan, President of Redlands Teachers Association. Miss Astracan presented Superintendent John Branigan, who conducted the meeting. Mr. Simpson, as in other groups, presented an interesting discussion of State educational affairs. Following this, facts concerning California Teachers Association were presented. A general session of questions and answers then followed.

Mr. Branigan and his teachers reported the successful passage of a bond issue of just over a million dollars for the Redlands Schools by a vote of 4 to 1.

THURSDAY morning was spent with Superintendent Ira C. Landis and his assistants at the Riverside School Administration Building. Just as in Corona and Redlands, Mr. Landis was pleased at the result of the bond election for a million dollars which recently had been held in Riverside. Mr. Landis reported that much-needed repairs and erection of buildings would be soon

under way in Riverside. The last part of the morning was spent with County Superintendent E. E. Smith and several of his deputies.

Mr. Simpson, in visiting the various schools, is acquiring a knowledge not only of the needs of the institutions but of the policies which are being followed.

In the afternoon, the first stop was at Perris Elementary School, where an enjoyable Valentine program was in progress.

Our way then took us through Hemet to San Jacinto. Here we spent the afternoon and evening as the guests of Superintendent Charles W. Lockwood. Mr. Lockwood has a fine school system in San Jacinto and he and his elementary and high school teachers are putting on an excellent program.

We were interested in the inscription on the bell tower in front of the high school. It reads: "Dedicated to the Memory of Edward Hyatt, the first principal of the San Jacinto School." This inscription took the Secretary back to the early days of his own superintendency, when he began as the youngest County Superintendent of Schools in California, on the same day that Mr. Hyatt assumed his position as State Superintendent of Public Instruction. Edward Hyatt, like the present State Superintendent, was a kindly gentleman who had the real welfare of the boys and girls of California as his chief interest.

During the afternoon with Mr. Lockwood we visited the Hemet Bowl where the Ramona Pageant is annually produced and later met some of the participants of the cast which portrays this interesting story of early California. The Hemet section was the locale of Helen Hunt Jackson's famous story of Ramona.

In the evening the auditorium of the San Jacinto High School was crowded with teachers from various sections of Riverside County, many coming from an extremely long distance to hear their State Superintendent of Public Instruction. Mr. Lockwood was in charge of the meeting. Piano solos by John Cunningham were performed in a most excellent manner. Following him, Mr. Simpson discussed education and its implications. I followed him and, although practically every teacher present was already a member of CTA, outlined the needs of a unified profession not only in California but in the United States. Mr. Lockwood then formed a receiving line and every teacher and trustee present was introduced to Mr. Simpson. Following refreshments, we drove back to Los Angeles where we arrived in the early hours of the morning, and the next day Mr. Simpson was at Fresno to meet with groups there and your Secretary was back in his office in San Francisco.

Susan M. Dorsey

AN event which occasioned sorrow to school people throughout the State was the announcement of the death of Mrs. Susan Miller Dorsey which occurred in Los Angeles on Tuesday, February 5. Mrs. Dorsey, for many years, was one of the outstanding educators not only of Los Angeles and California but of the entire United States.

She began her teaching work as a Greek and Latin Instructor in Los Angeles, later became the Assistant Superintendent, and then the City Superintendent of Schools of the largest school system in California.

Mrs. Dorsey was graduated from Vassar College in 1877 and won Phi Beta Kappa honors. She was an instructor in Wilson College, Chambersburg, Pennsylvania, when she married and came to California.

Several years ago the University of California honored itself by granting the honorary degree of Doctor of Laws upon Mrs. Dorsey. During the past several years she has lived in retirement at her home in Los Angeles. Mrs. Dorsey was one of the two honorary life vice-presidents of National Education Association, sharing that honor with John Dewey. She was also an honorary Life Member of California Teachers Association. The schools of California will long be indebted to this fine woman for her many contributions to public education in her adopted State.

* * *

My Patriotic Creed

Leo G. Schussman, Blue Lake,
Humboldt County

I KNOW not what the future holds
In store for thee, my native land,
And eke what destiny enfolds

Is hard for me to understand;
But this I know come what will
No other land thy place can fill.

I do not seek to grasp the helm
To pilot thee across the main;
I could not guide thee to the realm
Which represents thy noblest gain;
For me to serve in humble zeal
Doth represent thy highest weal.

The battle brand I may not wield,
Nor brave the deadly flames of death,
For me to labor in my field
Is worthy of my latest breath;
To love my task, serve man in need
And simply toil, this, is My Creed.

GUIDANCE

THE ADMINISTRATOR'S ROLE IN GUIDANCE

Donald T. Graffam, Lieut. Commander, USNR; District Classification Officer, Eleventh Naval District, San Diego

THE school administrator's role in guidance is of key importance. There are authorities in education who contend that the classroom teacher should play the leading role in school guidance; and there are other authorities who contend that specially-trained experts should have the leading role.

As a matter of fact, all three — the administrator, the classroom teacher, and the specially-trained guidance worker — have indispensable parts to play in guidance.

The teacher should play the leading role; the guidance specialist may support the lead; but the administrator must select the cast and set the stage.

A generation ago, when the term vocational guidance was first coming into vogue, long before the days of organized school guidance, the administrator, particularly the elementary and the high school principal, performed many of the functions that today would be classified as "guidance."

This can be illustrated from the experience of the writer's father — a typical New England high school principal and district superintendent. He was the only administrative officer in the system. He knew the high school pupils by their first names, and when not engaged in teaching classes in science or mathematics, or making the rounds of one-teacher elementary schools, he could be found in his office counseling one or more students on educational, vocational, or personal problems.

Often he was late for "supper," as we called the evening meal, because of such conferences, and occasionally he would visit a pupil's home to help solve some problem. But the writer cannot recall that he ever used the term "guidance."

Today, educational literature abounds with this term, and much loose thinking is evidenced toward it.

The first step in clearing up confusion about it would be to try to reach an agreement on a workable definition. Before attempting such a definition, however, it might be well to consider two facts:

In the first place, viewpoints on the meaning of the term vary between two extremes. One school of thought considers that all education, properly conceived and implemented, is guidance; the opposite school views guidance as a set of supplemental or special services designed to help students make better choices in solving their problems relative to specific problem areas such as vocational pursuits, recreational activities, social and civic interests, and mental and physical health.

Threefold Guidance

In general, all agree that guidance has to do with assisting individuals in making wise choices. Differences of opinion relate chiefly to the methods of implementing guidance and to the extent of the program.

The second fact to bear in mind is that guidance presents a threefold aspect:

- (a) Guidance entails a philosophy or point-of-view.
- (b) It involves a program or prospectus for implementing a point-of-view.
- (c) It involves a set of special services, the rendering of which requires a certain amount of technical training.

As a philosophy, guidance embraces the personnel point-of-view wherein the problem-solving experiences of individuals are considered to be of central importance in the educative process. Developing integrating personalities, capable of meeting and solving problems, is the main objective of education.

As an operational process, guidance may be defined as "assisting an individual, through the use of scientific procedures and ascertained facts, to plan and pursue his education and life in the light of his aptitudes, past achievements, and interests, and also in the light of attested and recognized values."

Such far-reaching changes have taken place within and without the school during the last generation that it is too much to

expect that pupils needs for guidance in the different problem areas can be taken care of by informal chats with the school administrator.

Consequently, organized guidance programs have been developed in the more progressive school systems to meet these needs and it is inevitable that the guidance concept will in time affect all school systems in this country.

What are the functions of the school administrator with respect to organized school guidance? Of many possible functions that might be enumerated, at least three should be emphasized:

(1) He should become adept in the personnel point-of-view in education, in order to determine what kind of guidance program will best suit the needs of his school and community.

(2) He should delegate responsibility to someone on his staff who is fully qualified to build the desired program and to coordinate all guidance activities connected with that program.

(3) He should maintain an active interest in the guidance program and lend it continuous support.

In other words, the role of administrator in guidance consists of developing a philosophy, building a program, supporting that program. Let us consider each function briefly.

It goes without saying that the administrator's attitude can make or break guidance in his system.

He should, therefore, school himself in the personnel point of view and become familiar enough with the literature of the field to point the way to sound guidance philosophy; furthermore, he should foster an in-service training-program which will enable his officers and teachers to achieve increasing mastery of the principles and techniques of guidance.

Lip Service Is Bad

Failure to take these steps will almost surely result in keeping guidance on the lip-service level. There are altogether too many schools in the United States today where guidance is talked about but not practiced.

The principles decided upon by the administrator and his teachers will of course vary from one system to another, but any body of principles adopted might well include some or all of the following:

1. Guidance is a lifelong process, not simply a service to be applied at certain focal points or

to be initiated and terminated at a certain time or place in the individual's training period.

2. Guidance should be extended to all, not limited to the obviously maladjusted.

3. Guidance must involve the use of carefully collected data about an individual and his problems in interviewing technique; otherwise it is not guidance but quackery.

4. Guidance workers need special training and specified periods in which to do their work.

5. Guidance activities should be coordinated by a trained, competent officer of the staff.

6. Each student should have his own counselor.

7. That guidance is best which aims at progressive self-guidance.

8. Guidance aims at helping the individual know more about himself and the world he lives in to the end that he may better solve the problems he is bound to meet.²

THE modern school principal or superintendent is too busy fulfilling the duties of administration and supervision to work out the details of a formal guidance program or to maintain one that has already been established. He therefore should delegate

this responsibility to someone on his staff on a part-time or full-time basis, depending upon the size of the school.

This individual should have had previous training in educational psychology and statistics, and experience in one or more occupations than teaching is desirable. He should believe in personnel work and possess the qualities of a leader. He should be responsible for the in-service training program and for the coordination of guidance activities of teachers and counselors and for administering the special services, such as psychological testing, interviewing, personnel records, job placement, follow-up, and public relations.

In a large system this officer will need a staff of assistants. The administrator should make arrangements to the extent possible for his teachers to do some counseling by relieving them of one or more class periods for this specific purpose. He might even find it desirable to flight up his teachers to administrative positions on the basis of their interest and experience in guidance work.

Small schools in the county, which cannot afford to support a full-time guidance specialist, should be able to secure help from some central agency, such as the county office of education, in initiating a guidance program operated by teacher-counselors and in administering special services.

The writer's experience in personnel work

in the Navy leads him to believe that there are great possibilities for developing county and even State-wide special guidance services for the smaller administrative units that would be practical, economical, and pay enormous dividends.

His experience in testing and selecting for schools, rates, and jobs in the Navy more than a quarter of a million men from every State during the last three years also convinces him beyond any question of a doubt that educational-vocational guidance in the schools of the nation, even in the larger city systems, has been sadly ineffective.

He is joined by practically all his colleagues in Navy personnel work in the conviction that this thing called "guidance" constitutes a challenging frontier in education.

Specific Examples

Numerous specific examples of individuals could be cited from the writer's experience who needed, but did not get, proper guidance during their elementary and secondary school days and as a result found inviting doorways of opportunity in the Navy closed to them — V-12 candidates whose training was inadequate and incomplete; gifted individuals by the hundreds who, for lack of guidance, had taken a wrong curriculum; men by the thousands who had drifted into wrong occupations; and worst of all, men by the tens of thousands with immature points-of-view and an almost complete lack of attested values. What a challenge for guidance in the schools of the nation!

It is a truism that when a leader neglects an activity it soon loses its efficiency; therefore, once the administrator has organized a guidance program, he must lend to it his continual interest and support. This is first of all a matter of his keeping abreast of the literature of the field from which stems a wholesome refreshment in point of view. Active participation in the program naturally follows. More than one guidance program has started out with flourish only to lag and die because of neglect by the administrator.

THE role of the administrator, then, is of key importance in guidance — for his is the responsibility of developing a philosophy, organizing a program, and providing that program with leadership and support.

Whether guidance shall develop into a tremendous fad and ultimately go the way of all fads, or become an effective educational instrument which will raise the problem-solving abilities of the people to a level where our Democracy can cope with the domestic and world problems that lie immediately ahead, is a question that lies in the hands of the nation's public school administrators.

River of Dreams

Elva Horsman, Visalia, Tulare County

THERE'S a beautiful river — a river of dreams,
That flows silently by each day;
I dip in its waters, and once more it seems
That I dwell in life's yesterday.
There is Mother and Dad, and I'm learning to walk,
And the world is a mystery great;
I am laughing with glee because I can talk,
Knowledge slowly opening its gate.

There's a little school-house I trudge to each day,
Where I learn to read and to write;
And I'm romping with zest with children at play,
Or cheering the boys in their fight.
There's the memory of love in youth's golden days,
When the earth seemed aglow with new light.
And I walked on a cloud of heavenly rays,
For the hours were all filled with delight.

From this river of dreams comes a memory sweet,
For which I now ardently long,
When I knelt in prayer at my mother's feet,
And with ecstasy heard her sweet song.
Oh, beautiful river — my river of dreams,
Flowing silently by each day,
Bring back to my soul in unfolding reams,
The delights of my yesterday.

¹D. G. Ryans, "The Role of Guidance in Education," *School and Society*, 50:345-48, 1939.

²Adapted from D. W. Lefever, A. M. Turrell, H. I. Weitzel, *Principles and Techniques of Guidance*, the Ronald Press Co., N. Y., 1941, Chapter 3.

PARENT EDUCATION

PARENT EDUCATION FOR HOMESCHOOL COOPERATION

Mrs. V. E. Shepherd, Los Angeles; State Parent-Education Chairman, California Congress of Parents and Teachers*

THE Parent-Teacher Organization was originally formed by conferences of parents meeting together to study the needs and concerns of children in order to consider proper methods of caring for their welfare. Every plan of action of the organization has been thought through and carried into execution as the result of such study.

Parent Education, a program of organized study to gain an understanding of the forces that affect home life, has long been a major project of California Congress of Parents and Teachers.

If parenthood is to be considered a profession — and surely, its challenge and its responsibility should dignify it as a profession — parents need to study the requirements of that profession. Those requirements can be briefly summarized in a statement of objectives for the Parent Education program. Parents must study subject-matter directly bearing on the well-being of children in order to develop an understanding of the nature and needs of children; to gain a practical knowledge of special subjects vital to effective homemaking; to develop a technique which will best serve parents in dealing with children; and to lay a foundation for personal growth through continued study.

Study Groups

The California Congress is able to promote this study program by the direct encouragement of the organization plan which includes a Parent Education Study Group Committee as a basic requirement.

The Congress is able to give substantial support through a parent education extension fund accumulated by contributions from local parent-

teacher units. By means of this fund field workers go into districts to stimulate interest in study; to demonstrate study-group techniques; to conduct study classes; and to assist in setting up programs. It is also possible to assemble packets of materials for distribution; to prepare printed and mimeographed bulletins; and to purchase books for Parent Education libraries for circulation within districts.

Many Local Classes

In the school districts where there is a flourishing adult education program many classes in that program are sponsored and attended by local parent-teacher members. Where there is not this same opportunity under adult education, or where the parent-teacher district is too widely spread out to lend itself to a large, centralized class, small study groups have carried on the same kind of work under volunteer, lay leadership.

Subject-matter pertains to human growth and development at different age levels, and education for family life in all its relationships. Special subjects include various aspects of health, mental and social hygiene, nutrition, consumer information, and training courses for leadership in recognized youth organizations.

A wide variety of subject-matter is considered with the common yardstick, that it bears directly on the raising of home standards and the betterment of the lives of children and youth.

The Parent-Education program contributes to the establishment of home-school cooperation both indirectly and directly with tangible evidence of success. Indirectly, sympathetic understanding between home and school comes about as parents studying together under skilled leadership gain an insight into several areas of knowledge.

As parents through study of growth and development comprehend the principles of learning based upon maturation and readiness, they can objectively discuss such controversial issues as changes of report cards.

As they grasp the facts of the progressive nature of development and the factors of individual differences among boys and girls they become aware of, and sympathetic toward, the complex problems of the overcrowded classroom.

Good Modern Methods

Beyond this, many parents have become not only aware of, but enthused over modern educational methods in a more direct type of study, a consideration of classroom procedures.

Most effective is the combined observation and discussion course worked out by the class leader and the principal or counselor. Arrangements are made for the adults to observe the everyday classroom situation in different grades over a period of several weeks. With each observation period followed by a discussion meeting with principal or grade teacher, questions raised are answered immediately. At the completion of such a series of meetings a summary of conclusions is drawn which proves of mutual benefit in furthering home-school understanding and cooperation.

Open House nights and Public School Week programs are efforts to acquaint the community with the school program.

They cannot, however, have the far-reaching effect of a long-time program of study of school procedures. Such courses entail extra effort upon the part of teachers, principals and counselors, but where these courses have been carried out the school personnel involved have voiced themselves as more than repaid in the harmony of relationships between home and school.

THE California Congress is divided into districts, some of which may include numerous school districts.

Throughout the State, local parent-teacher officers and district officers

* 5306 Third Avenue, Los Angeles 43.

are delighted to assist in aiding the Public School Week program within their area.

If contacted for such assistance, they can supply their own materials, or secure from the State Parent Education Committee, displays of packet materials, bulletins, magazines and other reading matter.

Such a display might include: **Parent Educational Manual**, State Congress publication; **Study Group Packet**, State Office assembled; **California Parent-Teacher and National Parent-Teacher Magazines**; suggested reading, taken from **Parent Education Manual**.

* * *

The Browsing Table

Two Reviews by Mabel F. Rice,
Whittier College

THE STORY BEHIND GREAT INVENTIONS, by Elizabeth Rider Montgomery. Drawings by Vartanian. McBride, New York, \$2.

THE STORY BEHIND GREAT MEDICAL DISCOVERIES, by Elizabeth Rider Montgomery. Drawings by Vartanian. McBride, New York, \$2. (Junior Literary Guild Choice.)

I NTERESTING books for the browsing table, that pupils may pick up in those often-troublesome minutes after they have completed an assignment, are a life-saver for the teacher. The two books listed above are a "find" for that purpose.

The author, Elizabeth Rider Montgomery, a former Los Angeles teacher, employs the fiction technique in telling the stories behind great inventions. Stories are told in scenes, replete with action and conversation.

For teachers looking for lively material to help out in the social studies program, *The Story Behind Great Inventions* is conveniently organized. There are the stories behind the inventions that help communication, printing, sounds, and pictures; those that help industry, machinery, electricity, and chemistry; and those that help transportation on land and water.

The Story Behind Great Medical Discoveries is divided into those pertaining to internal medicine, germ diseases, surgery, and preventive medicine. Prosaic headings like these are helpful to teachers, but it is

the provocative titles to each story that will intrigue a pupil.

He might guess that the "Literary Piano" was the typewriter, but hardly that "The Mistake That Solved a Problem" was the microphone. He would suspect that "Talking Tinfoil" was a phonograph, but would be surprised to learn that "Movies Don't Move."

"The Mystery of the Chemical Cabinet" may motivate him to develop his own films and snapshots. Of course, he will read "The Stomach with a Window," the story of how a young army surgeon learned the secrets of digestion and helped the world in its war against human suffering. "When

Sugar Is a Murderer" is the history of the remedy for diabetes.

"Saving Faces" is not a social art but plastic surgery, while anyone, adult or child, will be curious about "The Beet Juice Mystery" that gave us penicillin and sulfa drugs. "Something No Lady Would Do" is the story of Florence Nightingale and women in nursing. Almost everyone is interested in allergies and the fact that "One Man's Food Is Another Man's Poison."

These two books make good reading aloud for the whole family for evenings at home. Or they will supply a teacher with materials for short fillers throughout an entire year. Grades 5 to 12 and adult.

TEACHERS SALARIES

TEACHERS HARDEST HIT FINANCIALLY BY WAR

From *Defense Bulletin of National Commission for the Defense of Democracy Through Education*; Dr. Donald DuShane, Secretary

THERE is wide agreement among experts polled recently by Arthur Kornhauser of Columbia University, that teachers as a group have been disproportionately hard hit financially by wartime changes.

The poll was taken of experts qualified to express judgments on the social and economic effects of the war on white collar and professional workers.

Following are the replies to the question: What groups of white collar and professional employees, if any, do you think have been especially hard hit financially by wartime changes:

	Number of replies	Percent
No groups especially	4	5
Ordinary office workers	36	49
Technical & professional employees	16	22
Supervisory employees, foremen	17	23
Government employees	22	30
Retail salespeople	26	35
School teachers	59	80
Other groups	13	18

Reasons given by the experts for believing teachers to be especially hard hit are:

"Teachers have been hit hardest for three reasons — fixed incomes, no overtime pay, tax and price increases."

"Teachers were exempt from income taxes until 1940. Salaries, on the average, have increased less than 15%, and these increases have been slow in coming. Being public employees for the most part, they cannot strike and collective bargaining is of little use."

"Teachers — because of natural lag in public opinion and the fact that most are paid on an annual contract basis."

"Salaries of both groups (government employees and school teachers) have remained relatively static, or have been increased only moderately. Since they started out the war years considerably behind other groups of white collar employees they are relatively the hardest hit by cost-of-living increases."

PESTALOZZI

EMINENT SWISS EDUCATOR WILL BE HONORED THROUGHOUT 1946
200TH ANNIVERSARY YEAR OF HIS BIRTH

W. Guyer, Zurich, Switzerland

THE 200th birthday anniversary of Henrich Pestalozzi, eminent Swiss pedagogue and champion of children, was observed throughout Switzerland on January 12.

So dear to the heart of his people are, however, the memory of this man and the fine principles for which he stood that it was decided to honor him not only with anniversary observances, but with various worthwhile projects during the entire year of 1946.

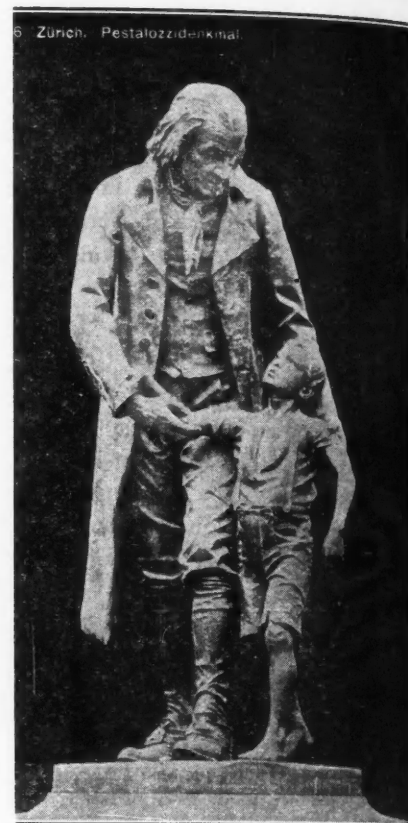
At this time, at the end of a second heartbreaking World War, Pestalozzi's ideals cover exactly the things that are needed and should be done: a new social justice, a thorough understanding of the meaning of "home," family companionship and culture, essentials for the existence and happiness of mankind which must never again be trodden down.

Switzerland's Pestalozzi Year is primarily devoted to humanity's obligations in a practical direction. The

federal program provides that the doctrines of Pestalozzi are to be spread over as large a field as possible.

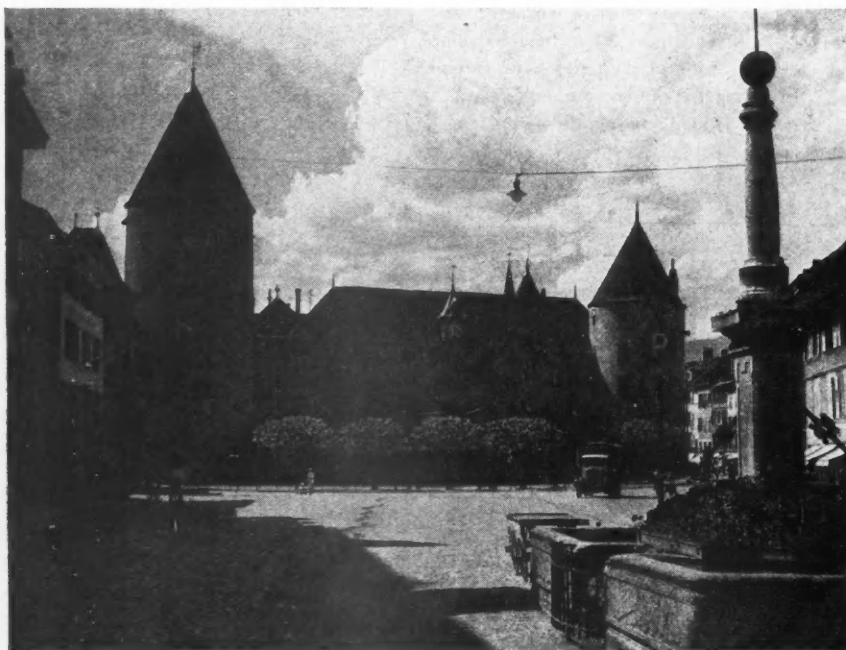
For this purpose a pamphlet, *Pestalozzi im eigenen Wort* (Sayings of Pestalozzi), has been issued, containing the educator's pronouncements regarding the family, school and state. This attractive publication is to be placed into the hands of as many Swiss citizens as possible, fathers, mothers, young people and all the teachers. Annexed to these Sayings of Pestalozzi is the text of his excellent *Stanserbrief*.

During the Pestalozzi Year the federal program foresees, under the auspices of womens associations, evenings for discussion of problems and guiding principles of education in the home. These meetings are to take into consideration Pestalozzi's main concern, the intensification of family life. Future fathers and mothers, as well as parents, are to be shown by qualified men and women how to avoid senti-



The Pestalozzi Monument at Zurich, Switzerland. The noted Swiss educator was born in that beautiful Swiss metropolis.

The proud castle at Yverdon near the lake of Neuchatel, Switzerland, housed one of Pestalozzi's most successful schools from 1805-25.



mental spoiling of children. They are to be given the directions for educational methods which will train the young to become happy and useful members of home and society. In this respect self-education of the parents plays a vital role. The discussion evenings are to take place on a regional basis. They are merely to be suggested, but not organized by the committee.

It is emphasized that the Pestalozzi Year must be a period of good deeds. Many institutions are in need and help is urged for them provided they function in the true Pestalozzi spirit. A Pestalozzi welfare establishment for child war-sufferers, the so-called Pestalozzi Village, is, if at all possible, to materialize during 1946.

A collection in favor of Swiss institutions, imbued with the Pestalozzi spirit, is to be made, not through the sale of insignia, but as a children's offering, the collections to take place on the occasion of jubilee celebrations or the presentation of Pestalozzi plays by school classes.

The national Pestalozzi Year pro-

gram also foresees that all Swiss schools stress the life and sayings of the great educator in their teachings throughout 1946.

As far as the cantonal programs for the Pestalozzi Anniversary Year are concerned, it has been left to the cantons themselves to organize commemorative celebrations and other events designed to honor Switzerland's pioneer pedagogue. In this respect, however, Zurich, Pestalozzi's native canton, is making it its special duty and pleasure to be at the disposal of educators and Pestalozzi research workers coming from foreign lands.

SPECIAL exhibitions, throughout 1946, in Zurich's Pestalozzianum, in the Helmhaus and the Kunsthaus, are to afford a better understanding of Pestalozzi's noble personality and the fine work he did.

M. A. Bigelow, distinguished professor emeritus of Teachers College, Columbia University, recently retired as educational consultant of American Social Hygiene Association. His permanent address now

is 525 West 120th Street, New York 27, N. Y. Professor Bigelow has many former students and friends throughout California, the Nation and the world.

* * *

Down In The Glen

Ruth S. Stevens, Grades Jr. 1 and 1st,
Americanization Room, Goleta
Union School

The following original poem is adaptable to an interesting spring program for First and Second Grade children. It was successfully produced at Goleta Union School, Santa Barbara County. The children recited the poem in unison as it was dramatized. Appropriate songs are very effective.

OLD Mother Rabbit
Lived down in the glen.
She had six little bunnies,
A duck and a hen.

The six little bunnies
All dressed for tea
Came out of the woods
And sat under a tree.

The funny little duck
With a quack, quack, quack
Came waddling in
With a neat little pack.

The busy little hen
Just cackled with glee,
Jumped off her nest,
Invited all to come see.

"Well, I do declare,"
Old Mother Rabbit said,
"A nest full of eggs
Colored blue, green, and red."

Young Mr. Rooster
From his perch near the nest,
Crowed "Cock-a-doodle-do"
And joined with the rest.

Now Old Papa Rabbit
As gay as could be,
Came in from the meadow
For afternoon tea.

He jumped, he hopped,
He wiggled his nose.
He twisted his whiskers,
And danced on his toes.

Then three little flowers
All daisies by name,
Popped up out of nowhere
To play in a game.

They called to a rose
And a violet, too,
Gave each a basket
All covered in blue.

Then they danced here and there
As merry as could be
Gathering eggs from the flowers
For you and for me.

All of a sudden
From behind a tiny tree
Stole two little men
As quiet as could be.

Each one had a bucket
Colored green and brown
"It's time to go to bed, my dears
We've come from Sleepy Town."

Each little head began to nod.
Shadows chased away the light.
From Mr. Sandman's Sleepy Town
Came softly, "Lullaby and Goodnight."

* * *

A New News-Letter

Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools and newly-elected president of Association of California Public School Superintendents, has issued his news-letter no. 1, a 6-page mimeographed document, replete with interest to members of the Association and to all concerned with California's public schools.

Pestalozzi's Neuhof foundation near Birr in the canton of Aargau, Switzerland, has been developed into the Swiss Pestalozzi Home, embracing 11 substantial buildings which are home and workshop for more than 70 youths in need of training and education, from 15-21 years old. — Photo, Dr. W. Laederach.



AFTER TWO YEARS

George C. Storz, Instructor in Spanish, Owens Valley Unified Schools,
Independence, Inyo County

IN the battle for space in the curriculum in the high school, foreign language teaching is often forced out, or at best given a place of two units. The teachers of foreign languages are placed on the defensive and asked, and with reason, to justify the inclusion of their subject in the curriculum.

The stock argument against the teaching of a modern foreign language in the high school runs somewhat as follows: "After two years of study of French, German, or Spanish, the student can neither read, write nor speak the language."

This statement is a refrain familiar to teachers of foreign languages. It may be hackneyed and stereotyped, but the foreign language teacher will have to admit its truth. For it is an established fact that the typical high school graduate with two units of credit in a foreign language cannot read, write, nor speak the language.

The Army Method

In the Army, classification officers entered upon a record card, the experience, knowledge, and skills of the inductees so that the Army could draw upon them. Among the skills the Army wanted to know about was that of knowledge of a foreign language. Hundreds of thousands of inductees professed to a knowledge of French, German, or Spanish, but the Army ended up by establishing schools of its own to train linguists, for the Army soon found that graduation with credit in a foreign language from a high school did not necessarily mean the inductee could handle the language with any degree of skill. So operating under forced draft, with narrow objectives in view, the Army ground out a cadre of linguists to meet the demands of global war.

At the opening of the war, the Office of Censorship and the Office of Strategic Services made demands on the nation for thousands of linguists (who presumably

were available, according to the school records). But these two agencies, so vitally important to the war effort, had to lower their standards, and finally had to content themselves with language "experts" who couldn't intelligently order a meal in a foreign language.

These straws in the wind clearly indicate that we are not getting the desired results in teaching modern foreign language in our high schools.

Answer the Complaint

And while we foreign language teachers could insist the above indictment does not give a true representation of the overall picture, and we could go into detail and defend the study of a foreign language on the basis of how its study aids the student in pure English grammar, vocabulary building, word comprehension, literature, and other attendant values, let us waive all this, and confine ourselves to answering the charge that, "After two years . . ."

In the typical American school system, during the 12 years of primary and secondary study, a foreign language is studied for 45 minutes each day for 2 years. It is abruptly started in the 10th grade, and just as abruptly ended at the end of the 11th grade.

On the other hand the Social Studies, for example, are taught from practically the 1st grade up to the 12th grade; mathematics is given equal attention for from 8 to 10 years. The other subjects in the curriculum are given proportionate treatment, practically all of them being allotted more than the 2 years given to the study of a foreign language.

Then the only way we can answer our critics is by saying: "Give us the time you give to your other subjects in the curriculum, and we can show you results comparable to those achieved in social studies, mathematics, and the other subjects which are studied over a period of years." (Remember, our critics do not question the value of a foreign language; their contention is that we don't teach the foreign language in 2 years.)

SO WHILE we admit we are accomplishing very little toward a reading, writing, and speaking mastery of our foreign language during the 2 years period, we plead we can produce the desired result if we are given a time-space in the curriculum equal to that given other subjects.

Foreign-language study should begin early in school life, preferably in the 5th or 6th grade, and be continued each year up to the end of high school. In this way, by giving it an amount of time equal to that given to the other subjects, we insist results can be shown equal to those obtained for the other subjects. This stress on introduction of foreign language early in the curriculum is not novel, but has long been used in Europe with marked success, and experiments initiated in this country a few years ago in Texas, are showing successful results.¹

And it is not entirely a question of foreign language at the expense of other established subjects in the curriculum, for the foreign language could be used as an aid in the study of other subjects. A foreign language is a tool, and as such can be used after even a partial knowledge of it has been acquired.

For example, why not correlate it with the teaching of history? Some pioneering has already been done in the correlation of the study of history with the study of Spanish: A high school in New Mexico, as an experiment, offered a course in the history of the State of New Mexico with all the reading in the course entirely in Spanish. Thus the students were learning Spanish, and at the same time not neglecting the study of history.²

On the Defensive

The teachers of foreign languages in the high schools of the United States are clearly on the defensive. No educator depreciates the value of a foreign language in this new era of international cooperation our country is committed to, but curriculum directors are justified in asking that Spanish and the other foreign languages prove their right to exist in the curriculum. Curriculum space is valuable, and competition for this space is intense; foreign language teachers have got to deliver or get out.

No language, foreign or otherwise, can be learned in 45 minute periods between bells in 2 school years. Foreign language teachers have got to press for the activation of a foreign language program beginning early in the grade school. In this way only can foreign language study lead to a mastery of the language at the end of the 12th grade. Under the present inadequate program how right are our critics when they say, "After two years . . ."

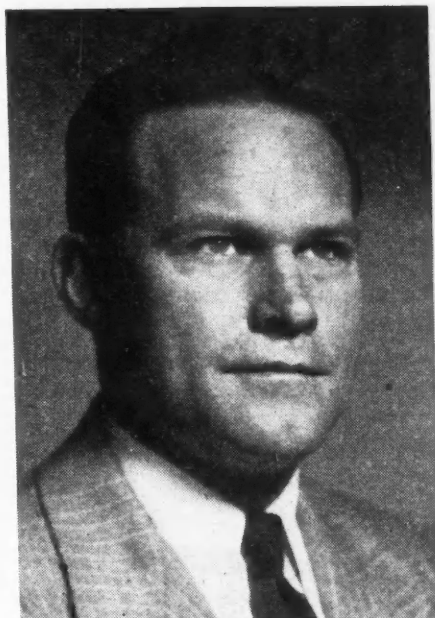
1. Bulletin No. 426, A Tentative Course-of-Study for the Teaching of Spanish in Grades 3 to 8 Inclusive, State Department of Education, Austin, Texas. Habla Ud. ingles? Corpus Christi's Grade School Spanish Program, 11 Time 43, 71-2, F. 14 '44.

2. Enseñando La Historia de Nuevo Mexico. George C. Storz, Hispania, F. '41.

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SCHOOL LIBRARIES

FOR TODAY AND TOMORROW: FUNCTIONS AND STANDARDS

*A Review by Alice Stoeltzing, Librarian, Will Rogers Junior High School, and
Marjorie T. Fullwood, Librarian, William Logan Stephens Junior
High School, both of Long Beach*

SCHOOL librarians have welcomed the new bulletin, commonly referred to as the Douglas Report.

It comes at a time when we are particularly in need of an authoritarian influence to combat the compromises which war has thrust upon us, both as to personnel and equipment.

Coming out, as it does, with the prestige of American Library Association and a distinguished committee membership to give it force in the professional library world, it gains still further strength and will perhaps be more widely read by school administrators because of the excellent introduction contributed by N. L. Engelhardt, president of American Association of School Administrators.

And that is the audience which we as school librarians, interested in the increase of library service and effectiveness, need to reach.¹

As Mr. Engelhardt says, the standards submitted are tentative. As such, they are subject to criticism. The work and the judgment of the committee members and their consultants are to be commended. They have done their profession a very great service, especially so in those schools where a short-sighted policy may load the

¹Prepared by The Committees on Post-War Planning of American Library Association, division of libraries for children and young people; and its section, American Association of School Librarians; Mrs. Mary Peacock Douglas, Chairman. American Library Association, 1945. \$1.

librarian with routines, teaching, clerical work, and other non-professional burdens which reduce her effectiveness in the particular field for which she is best equipped.

It is therefore somewhat disturbing to find that the committee has recommended standards for personnel which would appear to be utterly unlikely of attainment. In fact, they are such as to make a school superintendent cast a perhaps somewhat dubious eye on the other recommended standards.

We do ourselves a disservice by overstating our case. When the report is issued in revised form, it is to be hoped that a more realistic recommendation be made.

The figures which follow are taken from Appendix A. Summary of Quantitative Standards:

For a school of 200 enrollment, one trained librarian and part-time clerical assistance.

For a school of 500, one trained librarian and one full-time clerk.

For a school of 1000, two trained librarians and one full-time clerk.

For a school of 2000, four trained librarians and two full-time clerks.

For a school of 3000, six trained librarians and three full-time clerks.

For a school of 5000, ten trained librarians and five full-time clerks.

The figures speak for themselves.

A further criticism might be offered with

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regard to the standards recommended for
the book collection.

From the figures given in Appendix A of the report it would seem that there is a rather wide spread in the minimum number of titles between, for example, a school of 500 enrollment and one of a thousand. Total collections in these two schools, 5000 and 7000 volumes respectively, are reasonable, but a difference of 1500 titles in the two collections is, I think, excessive. Numbers of titles in two such collections would not, ordinarily, be so far apart, and the difference in size of collection would be explained in terms of duplication.

MRS. Douglas and her committee have placed us all deeply in their debt for their excellent formulation of the standards of library service in American schools.

It is to be hoped that every school librarian will familiarize herself with the substance of the report and will further see to it that the school administrators with whom she is associated are informed of the recommendations made.

* The State Board of School Library Association of California has approved the Douglas Report and the State Professional Committee is actively promoting it; Miss Fullwood is chairman of this committee.

In Bolivia

Rural Education in Bolivia

THREE features of the recent reorganization of rural education in Bolivia have special interest for American teachers and administrators:

1. *The emphasis on having schools take an active part in the life and problems of the communities in which they are located.*

To make this possible, the program of teacher training is being revamped, the curriculum is being revised, and new teaching materials and aids are being produced.

The chief change in the teacher training program lies in the addition of a fourth year which will offer training in a practical functional field. In the case of men, this practical training will center on agriculture; and in the case of women, on home visiting and social service.

An attempt is being made to stimulate the creation of teaching materials locally.

2. *A plan of organization in which all rural schools are organized into forty-one centers or "nucleos."*

Each nucleo consists of a number of small schools grouped around a large central school. This ties all of the schools together

and makes possible the offering of essential supervision and technical assistance.

3. *The unification of the activities of many agencies dealing with rural life.*

The Ministry of Education has developed cooperative agreements with the Ministries of Health and Agriculture and the Bolivian Development Corporation. These groups are cooperating in the training of teachers and the preparation of materials.

A cultural service is being organized to provide for the showing of education films throughout the rural areas, and for the preparation and presentation of educational material by radio. Plans are under way also for a traveling theater to present plays in the fields of health, child care, agriculture, and civics.

—Based on a report by Lloyd H. Hughes, Education Officer, Office of Inter-American Affairs.

From Rural Editorial Service, Francis S. Chase, Director.

* * *

Lieutenant Colonel James S. Hughes, graduate of Stanford University, 1928, was recently awarded the Legion of Merit for his outstanding work as assistant inspector general of the Army's Alaskan Department. Mr. Hughes has resumed his position as an instructor at San Francisco Junior College.

CLASSROOM TEACHERS

CTA NORTHERN SECTION CLASSROOM TEACHERS DEPARTMENT

Mrs. Edith Armstrong, Teacher, Capay Union School, Yolo County; President of the Department

THE Classroom Department of CTA Northern Section did not hold its regular Fall meeting. The Department meets as a section of the State Council, CTA Northern Section. The regular Council meeting of the State organization was not held in the Fall.

The president of the Classroom Department, Northern Section, feels there are many interesting and profitable matters that may be anticipated by the department for its Spring meeting.

One topic of interest to all teachers is the matter of tenure for all teachers. The letter, sent to School District Clerks by the Bay Section Tenure Committee, was a very timely and helpful suggestion. This letter urged the governing board of districts, having an average daily attendance of less than 850 a.d.a. per year, to grant tenure to successful teachers, who have been employed by the district for three consecutive years. This would avoid the necessity of employing emergency teachers. It would also benefit the community by giving permanent status to teachers so that they might purchase homes and become workers in the social, religious and civic affairs of the community.

The president had the privilege of sitting in on the State Tenure Committee Meeting at the December State Council Meeting in Los Angeles. The Bay Section Tenure Letter received very favorable comments.

The Presidents of the 6 sections of the Classroom Departments of CTA were on the Public Relations Committee of the State Council at their Fall meeting. The teacher, as a public relations agent, may well be a second topic of discussion. How are teachers to sell the school to their communities?

In the role of public relations representatives, the teacher may effectively contribute her services to make wor-

thier homes, better schools, finer communities, understanding parents and teachers.

Another topic of investigation and study should be the betterment of the rural schools of the United States. The rural schools comprise more than half the children in the nation, but only a little more than a third of the money spent for education is for the support of these schools.

Rural teachers should be paid salaries comparable with the salaries paid to teachers of town and city schools.

These rural schools might then attract the highest type of teachers, insuring that the children of these schools might receive the highest and best type of education.

One way in which teachers of California may apply immediate help in furthering of rural education is by sending short letters of commendation and appreciation to President Truman for his statement, in his message to

*Mrs. Edith Armstrong, President,
CTA Northern Section Classroom
Teachers Department*



Congress, January 21, 1946, recommending general Federal Aid to Education. Federal Aid will help create equal opportunity for education for every child in America.

ATTENTION, too, might well be centered around the teacher and the part that she can play in supporting the United Nations Organization. Cooperation through Democracy begins in the classroom.

America's future lies in the school-children of today.

The teacher must work for good, cooperative citizens, who are also healthy, happy and actively productive citizens. This type of citizen, educated to live in the world of the Atomic Era, will become the wealth of our nation and will contribute to the sound foundation of a lasting World Organization.

* * *

Parent-Teacher Influence

On Youth Revealed in Poll

What influences make the greatest impression on the high school student mind?

HIGH school students give their answer to this question in the most recent Institute of Student Opinion poll sponsored by Scholastic Magazines, 220 East 42nd Street, New York City 17.

"This poll shows that 101,548 students in 1,555 representative high schools rate the home as the major influence on the developing minds of youth," says M. R. Robinson, publisher of Scholastic Magazines.

Hundreds of answers show that American youth want to make up their own minds after hearing the facts from reliable sources. Typical are these declarations:

"My teachers, not because of themselves but because of all I learn through them. Their opinions are seldom prejudiced."

Mr. Robinson also called attention to two other poll highlights. First, that the influences under direct parent or teacher supervision — home, classroom school groups and textbooks — total 50% of the vote. Second, that the votes for three modern media of communication add up to 30.5%.

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Third Grade Language

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The Farm — Grades 1-3
First Book on Safety — Grades 1-3
Our Friends the Eskimos — Grades 2-3
My Book About Travel — Grades 2-3
Child Life In Holland — Grades 2-4
Woodland Indians — Grades 2-4
Adventures in Boatland — Grades 3-4
Romantic Mission Lands — Grades 3-5
Land of Mexico — Grades 3-6
Journeys in Distant Lands — Grades 4-6
Adventures in California — Grades 4-7
Social Studies of the United States — Gr. 5
Our Friends of Many Countries — Gr. 5-8
The Beginnings of Democracy — Grades 6-8
Life in China — Grades 6-8
Man's First Music — Grades 6-8
The Story of Transportation — Grades 6-8

Nature Study Books

Wild Life Near By — Grades 3-4
The Zoo — Grades 3-4
My Bird Color Book — Grades 3-8
Our American Birds — Grades 4-8
Sixteen American Trees — Grades 4-5
My Wild Flower Book — Grades 5-8
Sixteen Common Birds of California —
Grades 5-8
Spring Wild Flowers — Grades 5-8
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MARCH—A month for change. Old Sol passes the Equator and Spring begins at 12:33 a.m. on Thursday, the 21st. Moving Day arrives in town and country. Textbook committees are appointed by school administrators all over the land.

GRAMMAR—Whether you teach it or not, **GRAMMAR TO USE**, now in a 1945 revision, continues to be the supreme reference book in that field.

SAINT DAVID, patron saint of Wales, was born on the first day of March circa year 500. Saint Patrick, patron saint of Ireland, was born on the seventeenth day of March circa year 373.

ARITHMETIC WE USE puts fun into the fundamental processes. For Grades 2 through 9, this series has an authorship each member of which is noted for experience in both teaching and textbook writing. Leo J. Brueckner, Foster E. Grossnickle, Elda L. Merton and Fred L. Bedford wrote **ARITHMETIC WE USE**.

COMMODORE PERRY completed his treaty with Japan on March 31, 1854. Ninety-two years later General MacArthur is occupying Japan. For details read **HISTORY OF WORLD WAR II**.

A GOING CONCERN is our English language. Continually expanding by including and coining new words it soon renders all printed lexicons obsolete. Each printing of **THE WINSTON DICTIONARIES** is a new edition. New words are incorporated into the body of the book where they may be found conveniently. 1946 editions are now ready.

TEXAS Declaration of Independence was signed in March, 1836; Alaska was purchased from Russia in March, 1867; and the Great Blizzard took 400 lives in March, 1888.

READERS published prior to 1918 show a remarkable contrast in format to **EASY GROWTH IN READING**, one of the most beautiful series ever printed. A postcard or letter request addressed to Winston Flashes will bring you an illustration of how "Mother's Primer" presented reading forty-odd years ago.

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FEDERAL AID TO SCHOOLS

PRESIDENT TRUMAN RECOMMENDS FEDERAL AID TO EDUCATION

Makes strong statement to Congress in annual message, January 21, 1946

ALTHOUGH major responsibility for financing Education rests with the States, some assistance has long been given by the federal government.

Further assistance is desirable and essential. There are many areas and some whole States where good schools cannot be provided without imposing an undue local tax burden on the citizens.

It is essential to provide adequate elementary and secondary schools everywhere, and additional education opportunities for large numbers of people beyond the secondary level.

Accordingly, I repeat the proposal of last year's Budget Message that the federal government provide financial aid to assist the States in assuring more nearly equal opportunities for a good education.

The proposed federal grants for current educational expenditures should be made for the purpose of improving the educational system where improvement is most needed. They should not be used to replace existing non-federal expenditures, or even to restore merely the situation which existed before the war.

The federal government has not sought, and will not seek, to dominate education in the States. It should continue its historic role of leadership and advice and, for the purpose of equalizing educational opportunity, it should extend further financial support to the cause of education in areas where this is desirable.

From Journal of the National Education Association, March, 1946.

Have You Received Your Free Copies of

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| No. 1. How Tests Can Improve Your Schools | No. 10. Diagnosis in the Reading Program |
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| No. 4. Administrative Use of Survey Results | No. 13. Use of standardized Tests in Correctional Institutions |
| No. 5. Teacher Use of Test Results | No. 14. The Proper Use of Intelligence Tests |
| No. 6. Basic Testing Program | No. 15. Vocational Guidance for Junior and Senior High School Students |
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Honoring George Jensen

A Tribute by Vaughan MacCaughey

SACRAMENTO City Teachers Association recently honored George C. Jensen, retiring assistant superintendent of city schools, and Mrs. Jensen, at a large reception.

George Jensen, born in Humboldt County in 1882, rose to State-wide and national recognition as an educational leader.

He earned his bachelors and masters degrees at University of California, Berkeley, and was a teacher and principal, Elko County High School, Nevada. Becoming principal of Eureka High School and Junior College in 1919, he developed there the nationally famous Eureka Plan of work and study.

In 1926 he was called by California Teachers Association as its first Director of Research and made numerous important studies, published in Sierra Educational News. In 1927 he was called to Sacramento as principal of the Senior High School and soon became assistant superintendent of schools.

Mr. Jensen has been prominent in educational, civic, and fraternal organizations and is president of California Society of Secondary Education. He has been a member of the Implementation Commission of the National Association of Secondary School Principals since the organization of the Commission. He was the Western representative of secondary schools working with the Armed Forces Institute.

His many friends in California Teachers Association heartily wish him many happy years.

* * *

Exploring Our World

THE widely-known series published by Ginn and Company, entitled *Adventuring In Science*, is now appearing in a beautiful, attractive and up-to-date new edition.

Book 1, *Exploring Our World*, 500 pages with many full-page plates and illustrations, is ready; price \$1.44.

The series, by Professor Samuel Ralph Powers of Teachers College, Columbia University, and others, first appearing in 1940, attained national popularity in the junior high school field. The new edition is fully revised and most commendable.

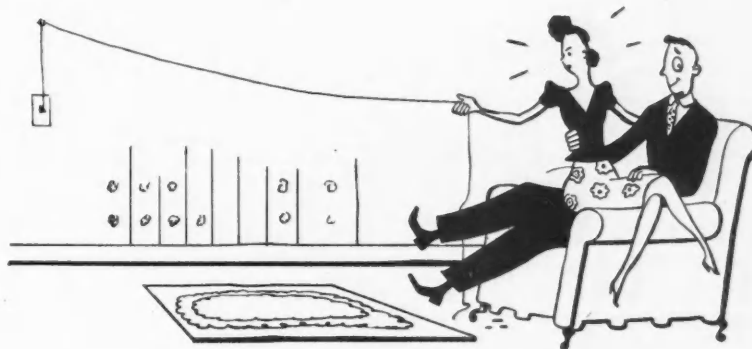
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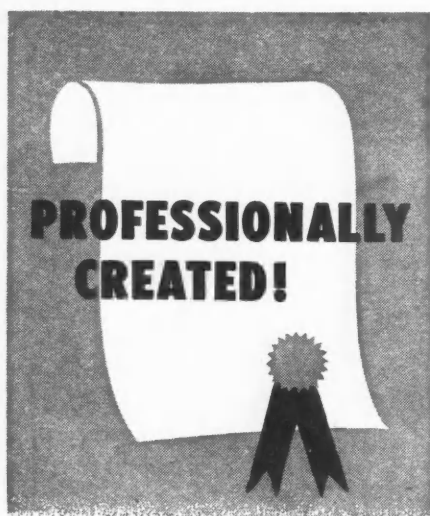
This method might serve to put out the light, but a handy switch at each door would be a more convenient arrangement.

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Biology Teachers

NATIONAL Association of Biology Teachers has an official publication entitled *The American Biology Teacher*.

Professor E. Laurence Palmer of Cornell University is president-elect. Secretary-treasurer is M. A. Russell at 403 California Avenue, Royal Oak, Michigan.

The annual dues of \$2 include subscription to the magazine. Memberships are for the calendar year.

This thriving Association includes secondary school and college teachers. Many Californians are members.

* * *

About Drinking Cups

New Health Teaching Unit Available

AUTHORITATIVE supplementary aids for health education and hygiene are so few that teachers of

Grades 7, 8, 9 should welcome the new unit in these fields which has just been made available to them.

It consists of two illustrated, colorful leaflets — a lesson-plan for the teacher entitled *Cups Through the Centuries*, and a student leaflet with the provocative title, *On Every Lip*. Leading educators and health authorities were consulted by the sponsors of the new material throughout the preparation to assure its accuracy and educational value.

The Public Health Committee of the Paper Cup and Container Institute, sponsor of the new teaching aids, is well-known to health officers and public health agencies throughout the country for its active part in advocating sanitary service in public eating places. Its monthly magazine, *Health Officers News Digest*, has long been an authoritative source of information in this field.

Requests for the leaflets should be addressed to Hulda Kloenne, educational director, Public Health Committee of Paper Cup and Container Institute, 1790 Broadway, New York City 19.

Rural Education

*Howard A. Dawson, Director, NEA
Division of Rural Service*

1. Although rural children constitute more than half the children in the Nation, they have only little more than a third of the available funds for the support of schools.

2. The average annual salary of rural teachers is only \$1,018 as compared to \$2,013 for urban teachers.

3. Total annual expenditures per pupil in average daily attendance in rural schools is only \$86 as compared to \$124 in urban schools.

4. Nearly 60% of all teachers in rural elementary schools having one or two teachers have had less than two years of education beyond high school as compared with 30% for teachers in 3-teacher schools, 20% in villages under 2,500 population and 10% in cities over 2,500 population.

5. For rural youth 16 and 17 years old, less than 57% are in high school as compared to nearly 76% for urban youth, the range in this respect being very great among the States — 32% in Kentucky and nearly 88% in Utah.

From Rural Editorial Service, Francis S. Chase, Director.

Median School Year Completed for Persons 25 Years Old and Over
by Race, Urban, and Rural: 1940

	U.S.	Urban	Rural Non-Farm	Rural Farm
All Classes	8.4	8.7	8.4	7.7
Native White	8.8	9.6	8.6	8.0
Foreign-Born	7.3	7.4	7.3	7.2
Negro	5.7	6.8	5.0	4.1

Source: 16th Census of the U. S.: 1940 — Population: Volume 11
Characteristics of the Population

UNO Handbook

*New Classroom-Planned Book About UNO
for Junior and Senior High School
Social-Studies Classes*

ALL of us, young and old, need to be informed about the United Nations Organization. Schools will wish to train youth for peacetime living, for international cooperation, for the safeguarding of the peace of the world. Teachers, accordingly, will welcome the publication, just announced, of United Nations Organization—a Handbook of the UNO. This classroom-planned textbook of UNO is designed for use in junior and senior high school social studies classes.

This book is divided into brief, easy-to-understand units, each featuring a major division of the United Nations Organization setup. Each section is followed by questions, exercises, suggestions for study, etc. These help the student to check on his own information and also give suggestions for class discussion. Cartoons accompany each section to highlight important facts and to aid students in remembering them.

The complete text of the United Nations Charter is included. To make this document easy to use, subheads have been inserted for each paragraph. Equally useful are the index to the Charter and the glossary of terms used in the Charter. The latter gives an understandable definition of all difficult words or concepts appearing in the text.

A fine map occupies the center section of the book. This shows all the nations which signed the Charter at San Francisco. Former possessions of enemy nations which may come under the trusteeship system are also indicated.

The book is 15c per copy, plus postage, in quantities of 10 or more; 20c per copy, postpaid, in smaller quantities. Orders from the publishers, Charles E. Merrill Co., a division of American Education Press, 400 South Front Street, Columbus 15, Ohio.

* * *

Way to Reading

WEBSTER Publishing Company, 1808 Washington Avenue, St. Louis 3, have issued an attractive workbook for reading readiness entitled *On The Way To Reading*.

By Stone and Gatchel, this well-planned book of 96 pages, 8½ x 11 inches, is brilliantly illustrated in full colors. By the preliminary use of this admirable workbook, the reading of pre-primers by the child is made easier and more joyful.

Schools For Boys and Girls

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The purpose of the California Association of Independent Secondary Schools is to support high standards in private schools of the state.

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CALIFORNIA PREPARATORY SCHOOL Ojai, California	MENLO SCHOOL AND JUNIOR COLLEGE Menlo Park, California
CATE AND VOSBURG SCHOOL Carpinteria, Santa Barbara Co., California	MIDLAND SCHOOL Los Olivos, California
FLINTRIDGE PREPARATORY SCHOOL Route 1, Box 52, Pasadena, California	THACHER SCHOOL Ojai, California
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GIRLS' SCHOOLS

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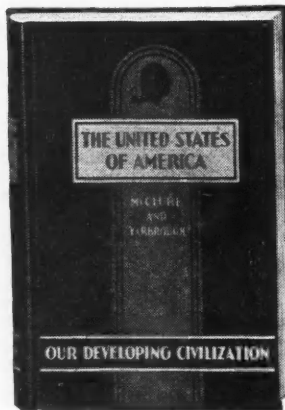
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Annual membership in the League is \$2. The publications are sent without cost to members. Dr. Robert G. Sproul is Treasurer; address, 250 Administration Building, University of California, Berkeley 4, California.

The immediate tasks of the League involve the preservation of areas in the Mill Creek Redwoods, in Del Norte County, and along The Avenue of the Giants, in Humboldt County.

* * *

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PAPER SHORTAGE

THE national critical shortage of paper is continuing for many months. Waste-paper drives are still being held in many communities. Magazines, including Sierra Educational News, are still on rigidly reduced quotas.

At Yosemite

Emily Beach Hogan, Teacher, Chula Vista,
San Diego County

OH may I keep this hushed and perfect moment,
Imprison it within word's silver net;
While heart is sensitive with holy wonder,
Draw fine-etched lines lest I forget —
forget:

The forest trees along a mountain river,
The moonlight shining through in crystal bars,
The sheen and shadow mingling on the water,
And overhead ten million gleaming stars:
A deer's soft footsteps and the murmuring ripple
Of unseen wavelets bathing rock and stone;
A bird stirs . . . leaves fall . . . heart is quickened,
And suddenly I am no more alone.

* * *

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Mrs. Minnette Ker Higgins, Director, School Section, U. S. Savings Bond Division, Northern California, is coordinator for 47 California counties. Her office at 7th Floor, 681 Market Street, San Francisco 5, California, welcomes correspondence with school-people.

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THE TONETTE

FOUNDATION OF THE BAND AND ORCHESTRA

Alfred P. Sessions, Director of Music, Napa Elementary Schools

TWO problems confronting the teacher who is endeavoring to build a band or orchestra are: 1. Stimulating interest and 2. selecting good students for the instrumental music department.

Since musical ability is a natural talent possessed by students in varying degrees, the teacher must find a suitable method of determining which pupils are musical if he is to avoid wasting much valuable time in attempting to teach unmusical students.

Furthermore, the teacher needs to know which pupils are sufficiently interested to practice and persevere in the study of an instrument.

Ear-tests and record-tests do not satisfactorily answer this problem, because they do not test the student's ability to read music, his working ability, his ability to cooperate with other students, nor his general dependability.

A 10-weeks course of Tonette instruction, under conditions which closely approximate those of the band or orchestra, will give satisfactory answers to all these problems.

Students who rapidly learn the exercises and familiar tunes of the Tonette instruction-book can be counted as potential material for instrumental study, and at the conclusion of the course will be eager to be members of the beginning classes.

Students who are unable to learn the simple fingerings and notations of the Tonette usually lose interest and eliminate themselves.

The grading of the Tonette class is a matter of the utmost importance. At least two report-cards should be sent home to the parent, giving full information on the interest, progress, and ability of the pupil. Worthy students will find their parents cooperative and interested in helping to secure an instrument for the young musician, since the child has proved his ability by completing a prescribed course and receiving a recommending grade.

The writer has used the Tonette system over a period of years and finds that the high 3rd and low 4th grades are the ideal ones in which to use the system. Pupils of this age find the instrument a real test and challenge. Pupils below this age are usually not ready for the instrument study which follows, and pupils above the 6th grade are apt to belittle the Tonette as being a juvenile instrument.

The cost of the Tonette and instruction-book is so low that it is possible for nearly every pupil to enroll in the course, and the economy of the program appeals to principals and parents alike. The classes can be easily taught in groups of 20 to 30 students, and by giving 2 half-hour periods to each class weekly, a large number of students can be accommodated in just a few hours time. The busy music teacher will find it well worth his time to spend a few hours a week in discovering musical talent through this system.

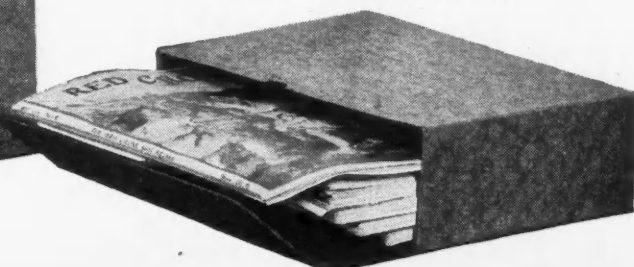
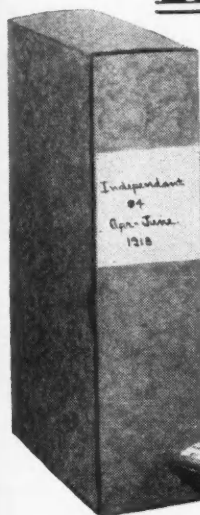
In the Napa schools, 225 pupils were enrolled in the course the first year it was offered. The following year the course was limited to only high 3rd and low 4th grades and 150 pupils were enrolled. The number of students to be recommended for musical instruments has averaged about 45%, although the markings of the individual teacher and the ability of different classes will vary considerably.

The correlation between pupil success with the Tonette and with a regular musical instrument has been surprisingly high. It has been found that pupils devoting a 10-week period to the Tonette will make faster progress with an instrument as a result of the pre-orchestra training received.

There are several Tonette instruction-books written by school-music specialists, and all are intended to give practice in note-reading, the counting of time, class procedure, ear-training, and musicianship, all of which are aids to the beginning instrumentalist.

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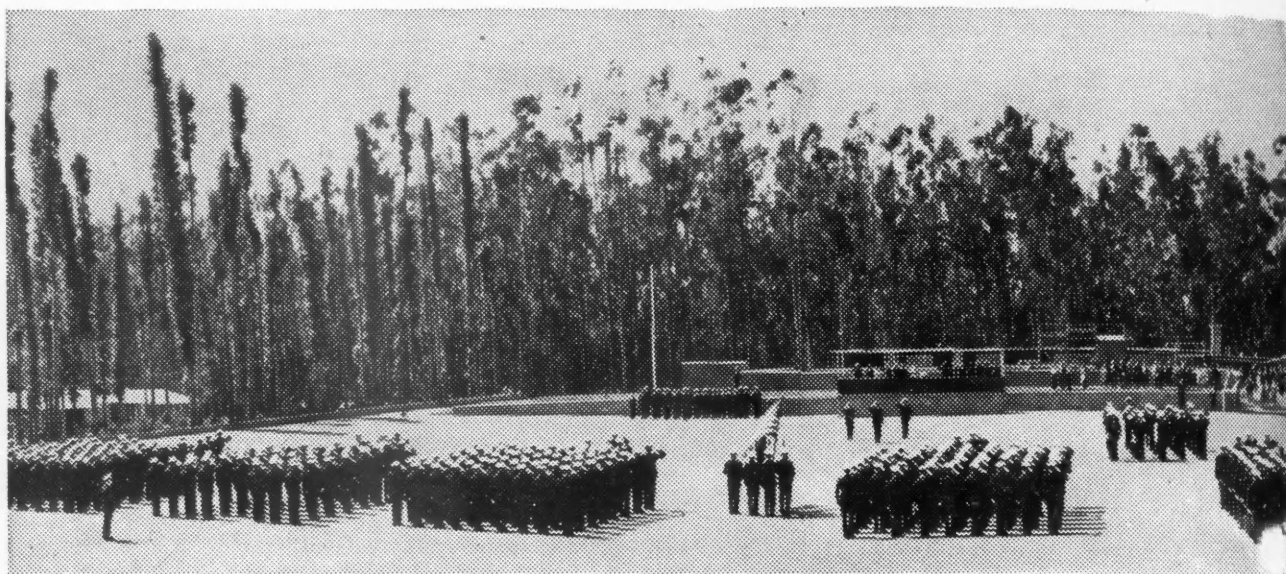
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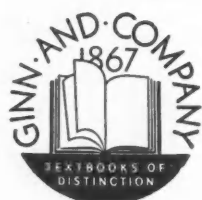
Service; to impart to him the necessary nautical education essential to a successful career at sea; to develop in him a high sense of honor, uprightness, and loyalty; to instill in him a pride in his profession, and a determination to uphold the traditions of the Merchant Marine; and, by effective teaching, training, and guidance, to send him forth to his calling with a deep respect and affection for the United States Merchant Marine Cadet Corps and its Academy.

The training course, which leads to a Naval Reserve Commission and a deck or engine department license, is of 4 years duration. This includes one year of basic training at the school at either San Mateo, California, or Pass Christian, Mississippi; one year at sea aboard a merchant ship and two years at the United States Merchant Marine Academy, King's Point, New York, often referred to as the Annapolis of the Merchant Marine.

Many of the unsung heroes of the recent war who battled their way through mine-strewn, submarine-infested seas to deliver the essential goods to our Allies and our Armed Forces on the fighting fronts were graduates of the training school at San Mateo.

Unmarried young men between the ages of 16½ and not over 20 years of age who desire information on the competitive tests for appointment as Cadet-Midshipman in the United States Merchant Marine Cadet Corps should write the Supervisor, U. S. Merchant Marine Cadet Corps, WSA, Training Organization, Washington, D. C.

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SURPLUS PROPERTY

J. L. McCaskill, NEA Assistant Director, Surplus Property Disposal, Legislative-Federal Relations Division

THE Surplus Property Administration has released recently a guide to be used in the purchase of surplus property by non-profit institutions eligible under Section 13 of the Surplus Property Act of 1944.

This guide is in pamphlet form and contains a "Quiz Box on Price Preferences for Non-Profit Institutions," in question-and-answer form.

A brief of the first section of this pamphlet, point by point, appears below. It may be useful in providing information to schools and may be used as a basis for a brief article on surplus property.

Guide to the Acquisition of Surplus Government War Property by Non-Profit Institutions, Information Branch, Office of the Chairman, War Assets Corporation (former Surplus Property Administration), Railroad Retirement Building, Washington 25, D. C.

Major points in brief:

1. Non-profit educational institutions may buy surplus at a 40% discount of "fair value," which is the lowest price charged any trade-level for the same type of merchandise.
2. Non-profit institutions applying for purchase at "fair value" or 40% discount must: (a) be operated by States or their political subdivisions, or be exempt from taxation by 101 (b) of the Internal Revenue Code; (b) submit a certificate of need and use with each application; (c) meet certain standards of "legitimate needs" as defined by authorized agencies of FSA.
3. Federal agencies have a No. 1 priority in surplus purchasing; State and local governments a No. 2 priority, under which they may buy equipment for their educational institutions at the 40% educational discount.
4. Existing institutions may buy surplus for expansion of existing facilities and new institutions, if eligible, may acquire surplus under exactly the same conditions as existing institutions.
5. Lot sizes in which merchandise is sold will be determined by the disposal agencies.
6. Price and priority preferences do not prevent educational institutions from buying surplus offered by disposal agencies on the open market under the same conditions as other classes of buyers.
7. State Educational Agencies for Surplus Property, affiliates of the Surplus Property Utilization Division of the U. S. Office of Education, will assist educational institutions in all phases of surplus property acquisition.
9. "Under separate regulations, discounts to be fixed by the Surplus Property Administrator may be granted to non-profit educational and health institutions in the acquisition of non-

industrial real property (SPA Reg. 5) and industrial real property (SPA Reg. 10)."

11. "SPA Regulation 19 permits the donation of property which has no reasonable prospect of sale for any purpose, as scrap, salvage or otherwise; or in cases where the estimated cost of care, handling and disposition would exceed the estimated proceeds. Donations may be made to three classes of donees: (1) Agencies or institutions supported by the Federal government; (2) agencies or institutions supported by any State or local government; and (3) non-profit educa-

tional or charitable institutions. The donees must pay all costs of packing and shipping."

PREPARE FOR PAN AMERICAN DAY APRIL 14, 1946

The Pan American Educational Center in Washington, D. C., has its Study Packets ready for distribution. Each contains 8 publications including the 34" x 28" two colored chart which was displayed at New York World Fair.

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BEN F. CROWSON, Editor
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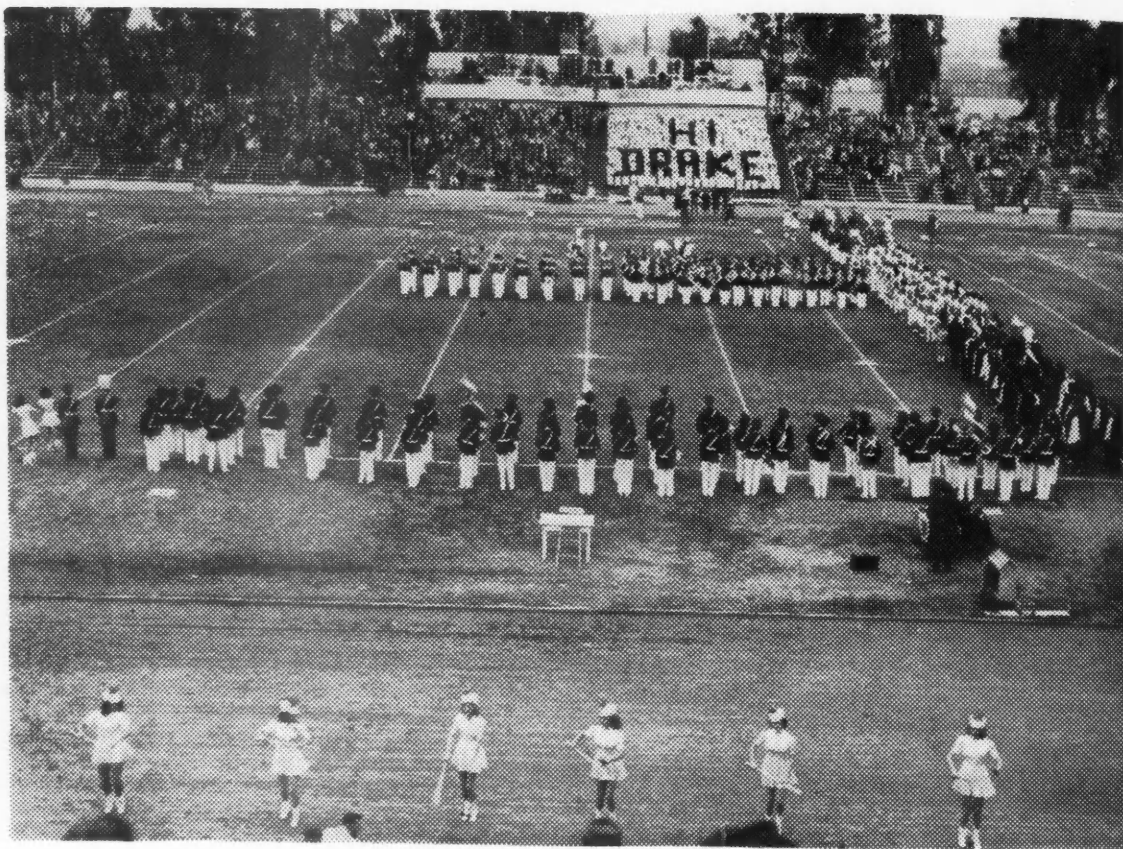
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High School Bands

In the San Joaquin Valley

SEVEN San Joaquin Valley Bands made a very favorable impression at the Raisin Bowl football game in Fresno.

Under direction of Field Marshal Chandler Henderson of Reedley Schools, the bands entered in showy mass formation. During half-time they formed a massive D in honor of Drake University, and later into a giant F for Fresno State College. The picture shows (inverted) the F formation.

The 7 participating bands were Kingsburg High under Elwyn Schwartz; Selma High under Arthur Nord; Reedley High under Norman Zech; Madera High under R. D. Tuttle; Visalia High under John Wing; Fowler High under Michel Thayer; Hanford High under Arthur Henson.

* * *

Health Appraisal Procedures During Shortages of School Physicians or Nurses is the title of an important 17-page mimeographed statement, issued by joint committee on Health Problems in Education, NEA and AMA. A copy may be obtained by addressing H. W. Bauer, secretary, 535 North Dearborn Street, Chicago 10.

We Create a Song

Dear Editor:

IN the January issue of Sierra Educational News, was published a song composed by a 5th grade. I have had the happy experience of having the same type of thing accomplished in Grade One, of Standard School, Oildale, Kern County.

This is not the only song composed, but because it was the first I am enclosing it with the teacher's signature (as she had to make the first copy), for your consideration.

Such work is quite an inspiration to music supervisors.

Sincerely yours,
Grace M. Hemmer
Music Supervisor

Standard School District
Oildale

* * *

THIS song was the result of our first painting lesson at the easel. Susan Barnes made an excellent little blue car. The following chart-story was written about it for reading:

See Susan's car.
It is a blue car.
It is a pretty car.
It is a little car.

Theo B. Tracey suddenly sang "See the pretty little car." We decided the song was quite pretty and she was invited to sing it again.

I suggested that we finish her song and the foregoing was the result. It is also being made into an illustrated chart. — Gladys Setser, teacher.

* * *

"Hi!"

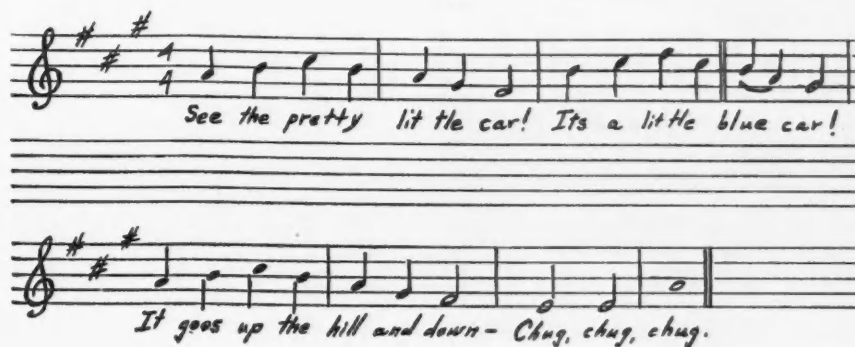
W. J. Sanders, Los Angeles

A TINY tot,
Not more than three,
Yelled "Hi!" and waved
Her spoon at me.

I quite forgot
To take a bite;
No need for food
Or appetite.

That cunning look,
That impish smile,
My heart beguiled
A happy while.

My day was filled
With such and such;
That sprite was all
That mattered much.



A Song Created by Grade One, Standard School, Oildale

1945 Edition

ROGERS - ADAMS - BROWN

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Fresno City Schools — Jane Addams, Columbia, Morris E. Dailey, Emerson, Benjamin Franklin, John C. Fremont, T. L. Heaton, Jackson, Jefferson, Kirk, Lowell, John Muir, Chester Rowell, Webster, Winchell, Fresno high, Longfellow junior high, Administration, Child Welfare Department. — Carl Stolzenberger, secretary, Fresno City Council of Education.

Fresno County — Washington union high. — Ruby Catlin, secretary.
Merced County — Le Grand union high. — H. W. Kelly, secretary.

Madera County — Ahwanee, Alpha, Arcola, Ashview, Bailey Flat, Bass Lake, Chowchilla elementary (Stephens and Wilson), Chowchilla high, Dairyland, Dixieland, Eastin, Fresno, Hawkins, Howard, La Vina, Madera city (Lincoln, Pershing and Washington), Madera union high, Manzanita, North Fork union, Picayune, Raymond Knowles union, Ripperdan, Sweet Flower, Tharsa, County Superintendent's Office, Bethel, Coarsegold, Spring Valley. — Marie Maricich, Madera.

Tulare County — Tulare County Council, CTA, is very active and enthusiastic. Membership is now around 800 with more yet to join. Section secretary H. W. Kelly reports Tulare County schools are enrolled nearly 100% in CTA.

Northern Section

Sacramento County — Arden, Bates joint union, Beaver union, Del Paso Heights, Elder Creek, Fair Oaks, Granite, Isleton union, Jefferson, Junction, Lincoln, Gardenland, Pacific, Rio Linda union, Sierra, Sutter, Walnut Grove, Washington, Wilson. Folsom high.

* * *

In Memoriam

William Theodore Walton, graduate of Stanford University, 1920, and later a high school teacher in Taft, Kern County.

Mrs. Alice W. Turner, age 98, pioneer teacher in Plumas County, died January 20 in Lincoln, Placer County.

Mrs. Elizabeth C. Caya, age 83, of Berkeley, former pioneer teacher in Butte County schools, died January 28 in Oroville. Born in Wyandotte, Butte County, she had always lived in California.

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YOUNG CHILDREN

EDUCATIONAL SERVICES FOR YOUNG CHILDREN

Specially prepared, for State Education Association Journals, by NEA Educational Policies Commission

WILL America continue to lag behind the United Kingdom and the Soviet Union in its protection and development of the young child?

This is the question dealt with in the new publication, *Educational Services For Young Children*, by the Educational Policies Commission.

This 56-page pamphlet is concerned with what constitutes the best development and education for children 3-5 years of age. It proposes that educational services be extended downward and that these extended services be closely integrated with the rest of the program of public education.

The new publication demonstrates how closely connected educational services for young children are with the basic goals of education. It states that the nurturing of such disciplines as self-reliance, respect for others, and fair play is both possible and desirable at an early age. It shows that the early training of young children in the communicative and expressive arts is beneficial to the individual child and to society as a whole.

The chief problems of the 3-, 4-, and 5-year age group, such as health, care, protection, nutrition, and mental hygiene, are dealt with; present educational methods for meeting these problems, such as health services, supervised play groups, nursery schools, and parent education, are described.

The pamphlet explores the possibilities for expanding and enriching the existing programs, using the public nursery school as the unit for study. Costs of educational services for young children are estimated and questions of financial and legislative support answered.

One by one, the pamphlet answers such familiar objections as the following:

"I got along without nursery-school and kindergartens. Why can't the children of today?"

"The worst home is better for the child than the best institution."

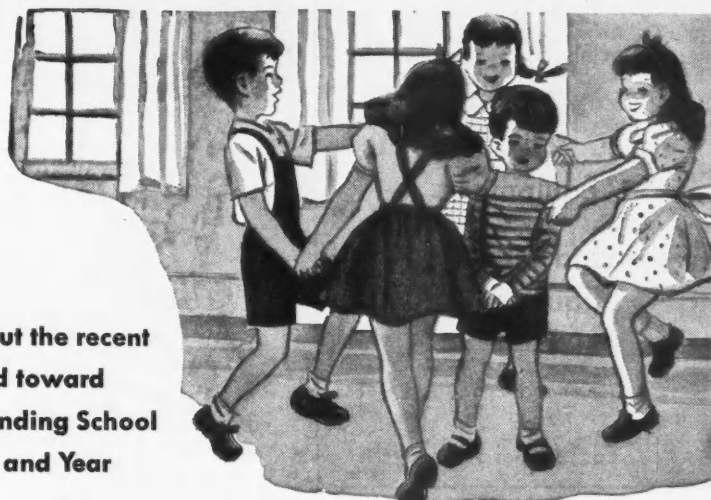
"What can a child of 3, 4, or 5 actually learn? What is there that can't wait until he's 6 or 7?"

"Aren't mothers better off if they stay home and take care of their children instead of visiting nursery-schools or attending parent-education meetings?"

"The nursery-school and kindergarten

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



About the recent trend toward Extending School Day and Year

Due to changing social conditions which seem to create new demands on school curriculum, many communities, throughout the country have already developed broad recreational programs for extending the school day and year. As different localities have to meet different needs and social demands, perhaps some of the following programs might be of interest to you.

Ann Arbor, Michigan—Extended recreational programs with care of children every day regardless of weather.

Long Beach, California—Year-round plan of school and municipal recreation.

Newark, N. J.—Public school operated summer program with activities from 7 A. M. to 9 P. M. for 8 week period.

New York, N. Y.—All-day neighborhood schools with increasingly coordinated educational and recreational programs.

Toledo, Ohio—Before- and after-school programs in home-like atmosphere for school-age and preschool children.

Wilmington, Delaware—Public Schools Extended Day Program and summer recreation for all children according to need.

This information is from Dr. Margaret Hampel, Director, Division of Elementary Education, State Teachers College, Milwaukee, Wis. If further interested—Dr. Hampel has written Chap. VI "Extending the School Day and Year" in National Education Association book "Towards a New Curriculum."



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will merely give mothers more time for bridge and the pictures."

"Educational services for young children will cost too much. We can't afford them."

As a whole, the pamphlet shows that the extension of education downward to the third and fourth year is a forward-looking program, a plan for healthier and happier children today, and for a better world tomorrow.

Approval of the document by the Commission was accompanied by a

clear statement that the Educational Policies Commission favors the extension of school services downward to at least the third or fourth year.

This pamphlet may be obtained by writing to the Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington 6, D.C. The price is 10 cents a copy with discounts on quantity orders.

* * *

Press Club Scholarships

ALL senior students in Northern California secondary schools are eligible to compete for 4 scholarships offered by Press Club of San Francisco. The awards are to be based on news stories, feature stores, news photographs, and dramatic radio scripts.

All entries must be in by April 5. The awards will be made at a Press Club luncheon, April 27.

For complete details write to Ronald Wagoner, President, Press Club of San Francisco, 449 Powell Street, San Francisco 2.

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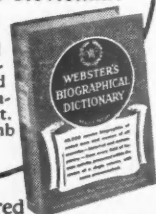
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I LIKE TEACHING

AN UNSOLICITED LETTER TO THE EDITOR

Editor:

I used to teach school, then I got married and had some babies and thought I never would do anything else but keep house. Then the war came, and presently people made me feel very guilty for not doing the thing I was originally trained to do, and so I went back to teaching and I'm not sorry.

From one standpoint, teaching is a dull, routine job with weeks and months of nagging at the idlers and pleading with them not to waste the precious minutes that can never be recalled; of fretting at mischievous pranks dreamed up to annoy everybody in sight; of piles of papers to correct, grade and record; of irate parents to placate; and so on. To the uninitiated, the unimaginative and the unvisionary, teaching is discouraging, thankless, poorly-paid labor.

I'm not quite sure why I think otherwise. Perhaps it is those tiny ones who forget and call you "Mamma," and then are so mightily embarrassed, or the little Mexican girl who thinks your dress is so very pretty and is so passionately eager to share her grubby lunch with you.

It might be because of the big, awkward boy who is a headache to all his teachers in the freshman class, but who is intensely interested in your particular subject. You give him a microscope, show him how to adjust it, and suggest a few simple things to examine—a speck of dust, a bit of algae from a stagnant puddle, or a hair from his own head. He is engrossed.

He looks up after a half-hour, marveling at the discovery of the wonderful things he never dreamed existed. His eyes say "Thank you for showing me this," but he has no words for his gratitude, only a look on his face that rewards you for everything.

Or perhaps it is the girl who does not realize her own loveliness and becomes confused and frightened at

the things Life offers her. A word here and there to win her confidence, a suggestion of what to read, and how to make friends, and soon she discovers her own power and abilities, and understands her own gifts. Life becomes beautiful, and you watch her blossom into fruitful womanhood, a

useful and beautiful creature and a joy to all who know her.

You relive your own youth in these young people. You are reminded that the ball-games and assemblies, so exciting and important today, are but a rehearsal for a similar game of Life only a few years ahead, a game that must be played fair and according to rule and where players are rewarded according to their efforts and abilities. Small tragedies today must be endured and evaluated in preparation for adult

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Like most good ideas, the idea of this series is simple. Each volume is intended to introduce in story form a famous American as a boy or girl about the reader's own age. The stories cover the subject's childhood years, usually from about five to the early teens. A brief final chapter, again in story form, summarizes adult achievements. The background of the subject's life and times is completely authentic and every incident dramatized in the book fits the probabilities of time, place and character. The episodes selected are designed to illustrate characteristics in the child that, developed in later life, were to make the subject famous.

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George Washington: *Boy Leader*, Stevenson
Hoosier Boy: *James Whitcomb Riley*, Mitchell

Jane Addams: *Little Lane Girl*, Wagoner
John Quincy Adams: *Boy Patriot*, Well

Julia Ward Howe: *Girl of Old New York*, Wagoner
Kit Carson: *Boy Trapper*, Stevenson
Louisa Alcott: *Girl of Old Boston*, Wagoner
Mark Twain: *Boy of Old Missouri*, Mason
Paul Revere: *Boy of Old Boston*, Stevenson
Robert Fulton: *Boy Craftsman*, Henry
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Stephen Foster: *Boy Minstrel*, Higgins
Tom Jefferson: *A Boy in Colonial Days*, Monsell
William Penn: *Friendly Boy*, Mason
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Young Stonewall: *Tom Jackson*, Monsell

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tragedies of which there are all too many. Happiness must be recognized in Youth if it is to be appreciated later. Youth must be taught to serve, to worship, to love and to work. Youth must learn that only true happiness can be found in these things.

Yes, teaching school is more than routine. It is a Divine calling. Every teachers who accepts the responsibility of children and young people is among the Chosen. There is no nobler task.

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PLEASE use these sentiments if they are of any value to you. I have read Sierra Educational News for a long time, since my husband is "in the business" also. I have written many articles for a number of educational magazines, both under my own and my husband's name. (See Education Index.)

With best wishes for the continued success of our valuable magazine, I am

Yours very truly,

Katherine Peavy
(Mrs. G. Darwin Peavy)

Salinas



SCHEDULE FOR MARCH, APRIL AND MAY (Periods E and F)

March 7 — European-American Music
March 14 — Indigenous American Music
March 21 — West Indian Music
March 28 — Spanish-American Music
April 4 — Portuguese-American Music
April 11 — Stephen Foster
April 25 — John Philip Sousa
May 2 — Ethelbert Nevin
May 9 — Victor Herbert
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ALL AROUND US and **How Do We Know**, by Wilbur L. Beauchamp and Gertrude Crampton, William S. Gray, Reading Director. To follow **LOOK AND LEARN** as second and third books in the primary science program of the Curriculum Foundation Series. Pupils Edition, 80 and 96 pages, four-color pictures, \$0.66 and \$1.12. Teachers Edition, 134 and 179 pages, \$0.96 and \$1.12 list. Scott, Foresman and Company.

ALL Around Us and How Do We Know are new books, for Grades Two and Three, respectively, in a picture-method primary science program. As in Look and Learn, all science concepts are presented through pictures, a medium which all the children in the class, not just the good readers, can interpret. In How Do We Know, simple printed text is introduced in conjunction with the picture-study.

Science taught the All Around Us and How Do We Know way looks like fun—fun for the teacher (the Teacher's Edition is rich in suggestions for the actual teaching of each lesson, supplementary scientific information and additional activities) and fun for the youngsters, every last one of them and not just the able readers. Yet it's real, not play, science: they're learning to think better, to live better!

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Teaching Unit

Department of Classroom Teachers of the
National Education Association,
1201 Sixteenth Street, NW,
Washington 6, DC.

THREE American classroom teachers, Muriel Hampton, Pasadena, California; Mabel Studebaker, Erie, Pennsylvania; and Beulah Keeton Walker, Dallas, Texas, toured England, Scotland, and Wales during October and November 1945, as

guests of the British government under direction of Einar Jacobsen, President, University of Louisville, Louisville, Kentucky.

This experiment in creating goodwill and understanding made it possible for these teachers to secure a cross-section of the lives, interests, education, and language of the children of the United Kingdom.

They visited 85 schools, interviewed administrators, teachers, parents, and talked with thousands of school children. The Department of Classroom Teachers of the NEA is now publishing a unit of work based upon their observations which will deal with the school, home, and community environment which influences the lives of elementary school children.

This unit is concerned with 6-14-year-old British children and is planned for use in Grades 4, 5, and 6. The chief purpose is to help boys and girls of the United States to know and understand the boys and girls of the United Kingdom.

Single copies of this unit are available for 15c with the usual NEA discounts on quantity orders from the Department of Classroom Teachers, NEA.

* * *

COMING

March 7-14 — California Conservation Week; 12th annual observance. Pearl Chase, Santa Barbara, State Chairman.

March 9 — CTA Southern Section Council; regular meeting. Southern Section Headquarters, Los Angeles.

March 13-16 — California Association of Public School Business Officials; annual convention. U. S. Grant Hotel, San Diego.

March 21-23 — NEA Department of Supervision and Curriculum Development; annual spring meeting. Statler Hotel, St. Louis.

April 8-13 — California Public Schools Week; Statewide observance. Charles Albert Adams, State Chairman.

April 9-13 — American Association for Health, Physical Education and Recreation; annual convention. Hotel Jefferson, St. Louis.

April 12, 13 — California Teachers Association Annual Meetings; meetings of State Committees; meetings of present and new Board of Directors; meeting of California Council of Education. Palace Hotel, San Francisco.

Latest Release OF YOUNG AMERICA FILMS



"WHAT IS FOUR"

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This 1½ reel, 16 mm film employs a scientifically balanced combination of action photography and animation to give children an understanding of the number "four" in concrete and abstract situations. Educational advisers for this unique film project were: Dr. William A. Brownell, Duke University and Laura Eads, New York City Board of Education. 1½ reels \$37.50 (black and white) —also available in color—price on request. (Film is accompanied by a Teacher's Guide.)

Other Young America Films to be released in April . . .

"BETTER TYPING"

One reel curriculum film for the beginning typing student. Illustrates such basic points as: Posture and use of the machine—emphasizes rhythm and word patterns as means of improving speed and accuracy. \$25.00.

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Two reel curriculum film for high school students. Discusses functions and purposes of each of the three major branches of our Federal Government and illustrates interrelationships of each of these branches. \$50.00. Accompanied by a set of

twelve slide films dealing with specific branches and departments. \$2.50 each. (\$30.00 a set.)

"TOMMY'S DAY"

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April 12, 13 — Music Festival; auspices California School Band, Orchestra and Vocal Association, Central District. Reedley, Fresno County. Oscar Riehl of Coalinga, chairman.

April 14 — Pan-American Day; national observance.

April 15-17 — Annual Conference of Secondary School Principals; auspices State Department of Education.

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April 21 — Easter Sunday.

April 21 — John Muir, Birthday.

April 23 — Edwin Markham, Birthday.

April 27 — Sacramento Valley Music Festival Association; first festival since 1942. Chico.

May 4 — School Library Association of California, Northern Section; luncheon meeting. College Womens Club, Berkeley.

May 11 — CTA Southern Section Council; regular meeting. Southern Section Headquarters, Los Angeles.

May 30 — Memorial Day.

June 4 — Primary Election.

June 8 — Last day for filing initiative petitions for 1946 ballot measures with county clerks.

June 14 — Flag Day; national observance.

June 16-23 — American Library Association; 65th annual conference. Municipal Auditorium, Buffalo.

June 28 — Final day for filing initiative petitions with Secretary of State.

July 1-5 — NEA Summer Meeting; Representative Assembly; certain departments, committees and boards. Buffalo, New York.

July 8-19 — NEA Department of Elementary School Principals; 8th annual conference on Elementary Education. University of Syracuse, Syracuse, New York.

November 5 — General Election.

YOURS . . . for the asking

A List of Free and Inexpensive Classroom Helps

104. Famous Highways of the United States is a wall-display 8 ft. wide, lithographed in 4 colors. Contains typical scenes from 8 famous highways of the country; accompanied by 4 lesson topics dealing with the history and beauty spots along the highways. Charge 10c. Greyhound Lines.

105. What materials are included in a complete program of visual education? What are some of the recommended ways of using films and other visual education materials in the classroom? Answers to these two important questions are contained in Proceedings of Third Annual Visual Education Institute of University of Wisconsin. Limited number of the Proceedings are available at \$1.50.

106. World Air-Map is a beautifully colored map showing air routes over the entire world. This, with Suggested Courses-of-Study in Aviation, is of value to all teachers of aviation, whether the courses are being planned or are already in progress. TWA.

107. NEW Teen Talk Student-Leaflets on Good Grooming. Attractive leaflets in color outlining a good-grooming routine, for use with the Grooming for School and Grooming for the Job charts. Separate leaflets for boys and for girls. Bristol-Myers.

108. Johnny-Go-Safely is a 24 x 18 poster giving 10 rules for safety. Is an excellent reminder to the children who ride school buses of their part in preventing accidents. Superior Coach Corporation.

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104. 105. 106. 107. 108.

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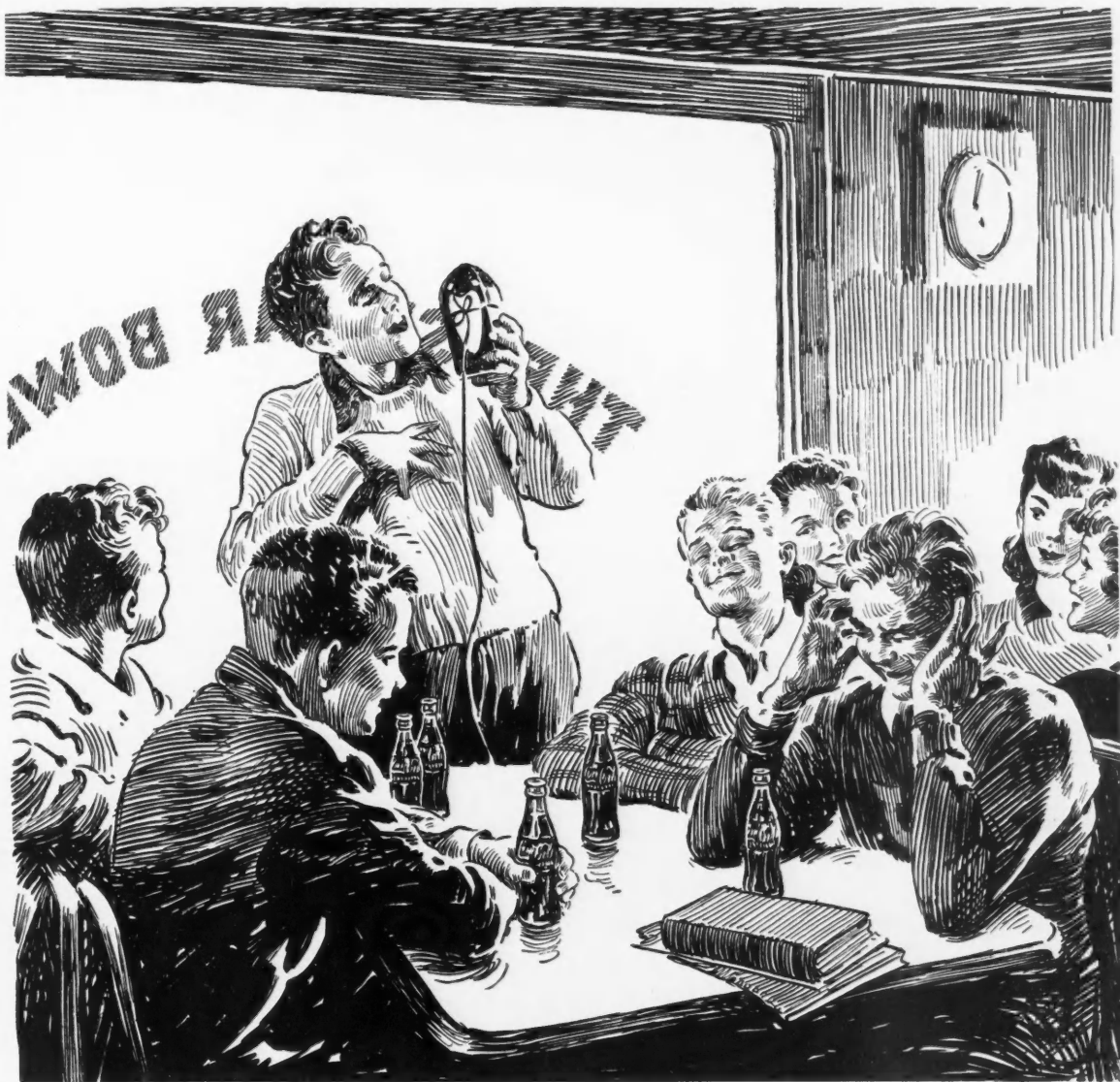
Address City State

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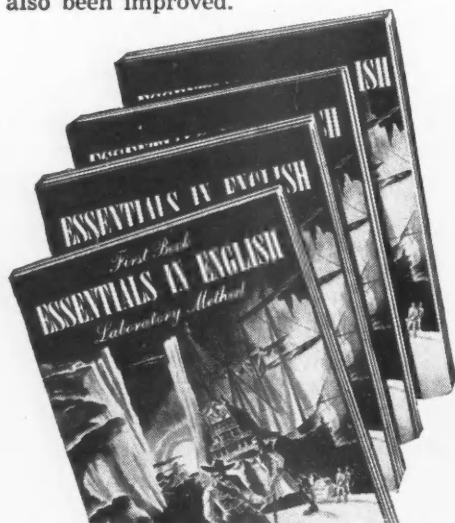




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